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ABSTRACT

This monograph presents second-year progress reports on the University-School Teacher Education Partnerships underway at 15 locations across North Carolina. Each report presents 1998-99 highlights, an overview of the partnership, second-year goals, key components, implementation strategies, outcomes, lessons learned, and future directions. Overall, the structures of governance have been established and refined in all partnerships, even if not to everyone's satisfaction. Partnerships have generally emphasized improving and extending clinical experiences. Action research and experimentation are prominent in the partnerships. Several partnerships have given major attention to recruitment and selection of candidates for teaching, especially minorities. Programs to support the induction of beginning teachers are underway in several partnerships. The involvement of arts and science faculty in partnerships has been slow to develop, because of tradition and the absence of policy and resources to delegate teacher education responsibilities to arts and sciences professors. Most partnership activity is in elementary schools. Innovation in curriculum and instruction is less prevalent in partnership schools than in schools of education. Measurement of results has begun in six areas (e.g., partnerships as a total operation, teachers prepared in partnerships, and student learning in partnership schools). (SM)

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University-School Teacher Education PARTNERSHIPS

Second-Year Progress Report

The University of North Carolina

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University-School Teacher Education PARTNERSHIPS

Second-Year Progress Report

The University of North Carolina

University-School Teacher Education Partnerships:
Second-Year Progress Report
June 2000
Roy Edelfelt, *Editor*

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Foreward

Last fall the Presidents' Task Force on Education of the American Council on Education (ACE) published a report entitled To Touch the Future: Transforming the Way Teachers are Taught. The report includes an action agenda for college and university presidents with ten recommendations for improving the education of teachers.

The recommendations in the ACE report are ones that I fully endorse. When I became the President of the University of North Carolina, one of my first actions was to create a Division of University-School Programs under the leadership of Vice President Charles Coble as a way of signaling my intent to make teacher preparation a priority.

I am keenly interested in the University-School Teacher Education Partnerships, which are helping the University of North Carolina fulfill some of the goals of the report by the American Council on Education. Some examples are the emphasis on simultaneous improvement of the Partnership Schools and teacher preparation programs; extended internships that involve pre-service teachers in increasing levels of involvement and responsibility as the year progresses; methods courses that are jointly taught by public school teachers and university faculty; and increased collaboration with colleges of Arts and Sciences.

I applaud the deans of education and faculties across the University for their initiative and leadership as they work to improve both the quality and the quantity of teachers for the public schools of North Carolina. The University's commitment to bold visionary efforts is imperative.

– Molly Corbett Broad, President
The University of North Carolina

Introduction

This monograph presents second-year progress reports on the University-School Teacher Education Partnerships under way at 15 locations across the state. After two years of putting such partnerships into motion, the 15 projects are discovering a different paradigm for preparing teachers and improving student learning in schools. Increasingly, participants are learning that the transition from status quo to true partnership is no simple matter. Dealing with the complexity of a partnership between two educational entities is mind-boggling—simultaneously establishing a new governance structure, defining new roles and responsibilities, altering entrenched attitudes and habits, meshing the cultures of P–12 schools and the university, and fashioning a broader communication system. At the same time, establishing partnerships has involved cooperatively conducting a variety of programs—preparing teachers for P–12 schools; training mentors and cooperating teachers; providing professional development for teachers and professors, with an emphasis on introducing technology into teaching; conducting action research; supporting beginning teachers; involving arts and science faculty; recruiting and selecting candidates for teaching, particularly minorities; improving curriculum in elementary, middle, and secondary schools; and evaluating and disseminating results.

Anyone who assumed that implementing a university-school teacher education partnership might be simple ran into some surprises. The surprises may have slowed partnerships in getting up to speed. They have not deterred effort, however.

Governance

The structures of governance have been established and refined in all partnerships, even if not to everyone's satisfaction. At first, universities were dominant. The word "collaborative" was used, but equity was not present among members. As it became clear in the second year that school curriculum, students, and teachers (and principals) had to benefit as well as university programs, students, and faculties, there began to be a stronger voice for school personnel in decisions. This caused the governance structure in most partnerships to review and redefine roles and responsibilities of all the players—prospective teachers, teachers, principals, university faculty, administrators, and even community and business personnel.

Moving to greater equity for school people in decision making inevitably forced a recognition of the inadequacy of resources for such considerations as participation in professional meetings, stipends for clinical teachers, and adequate supervision of student teaching. Adding the energy and the person power needed meant that people had to take on additional responsibilities. The expectation of an increased load for already busy people became unrealistic. The hoped-for benefits of the partnership idea reached limits. In the process of examining resources, it became apparent that teacher education operates on the cheap. The allocation of funds per prospective teacher is the lowest of any collegiate program on most campuses. When clinical requirements for students were increased and made more rigorous, the cost escalated, as it had done in nursing, social work, and medicine. Although there have been indisputable strides in establishing partnerships, inadequate resources may be the greatest deterrent to fully reaching the goals laid out for this ambitious endeavor. The deans are focused on plans to attract new resources.

Program

In terms of program, partnerships generally have emphasized improving and extending clinical experiences. This has meant special preparation for selected teachers to supervise prospective teachers, now more commonly called "interns." This training, which adds to the cost of university-school teacher education partnerships, has enhanced the supervising teachers' repertoire in coaching, reflection, and analysis of teaching. The emphasis on clinical experiences also has meant that the supervising teachers, often called "clinical teachers," must spend time with their protégés to observe and counsel. This too boosts the cost.

Most of the partnerships have expanded the prospective teachers' student teaching to a yearlong internship. The first semester entails methods courses in teaching and work with school students. In many partnerships, methods courses are taught on the school site. The proximity enables prospective teachers to view demonstration lessons that more directly relate theory to practice. The quality of preparation in the best of these yearlong internships gives school district administrators a chance to observe the performance skills of neophytes. For this reason, school administrators choose to hire many graduates who have interned in their schools.

Research

Action research and experimentation are prominent in the partnerships. Whole schools, groups of teachers, or individual teachers, working with university faculty, have begun investigating questions related to teaching or curriculum in their school or classroom. By the end of the third year, there should be some significant results to report. The collaboration between school and university personnel joins the experience and the insights of

the practitioner with the theory and the scholarship of the professor. Both can benefit, practitioners by having a chance to probe real-life issues and solve practical problems from in-depth study, professors by testing theories in actual teaching situations and publishing findings in professional journals. In some partnerships, advanced graduate students, working with teachers, have conducted research for doctoral dissertations.

Recruitment and Selection

Several partnerships have given major attention to recruitment and selection of candidates for teaching, especially minorities. They have brought high school and middle school students who have expressed an interest in teaching to campus and given them a chance to see what college is like and what preparing to teach entails. A few partnerships have enrolled students from such efforts. Seeking a variety of approaches to attracting people into teaching has not been tried by many partnerships, but some have made special efforts to recruit career changers and more mature people, while others have provided opportunities for teacher assistants to become certified teachers by using a career ladder—that is, by completing licensure requirements in steps while they remain employed as teacher assistants. One university has already graduated teachers who came from the teacher assistant ranks.

Induction

Programs to support the induction of beginning teachers are under way in several partnerships. Attendance is voluntary and reportedly good. Some partnerships support only graduates of the university in the partnership; others assist all beginners in their region. Typically this involves seminars held periodically during the first year of teaching for discussion of the problems that new teachers are experiencing. At some projects the Model Clinical Teaching Program has been commingled with the partnership. That has enabled beginners to be mentored by specially prepared teachers during their first two years.

Helping beginning teachers still is not a heavy commitment at most partnerships, for a couple of reasons. First, work with prospective teachers and experienced school personnel has taken precedence. Second, most universities do not have the resources to assign staff to beginning teachers. Higher education budgets do not typically provide for such responsibility. This is partially because universities see their jurisdiction as ending at graduation and school districts see support for inservice teachers as their responsibility. Support for beginning teachers is a role inherent in university-school partnerships, but who takes initiative for that has not been certain, except in a couple of partnerships in which follow-up and support for beginners have some history.

Participation of Arts and Science Faculty

The involvement of arts and science faculty in partnerships has been slow to develop, because of tradition and the absence of policy and resources to delegate teacher education responsibilities to arts and science professors. The history in the arts and sciences has been that pedagogy is unnecessary; indeed, it is absent in the training of arts and science professors. At some universities involved in these partnerships, subject-matter specialists belong to school of education faculties. These professors are responsible for teaching their discipline and methods of teaching it. More involvement of arts and science faculty is on the drawing boards and in the goals of partnerships, but this thrust lacks the necessary impetus.

Sites of Partnership Activity

Most partnership activity is in elementary schools. Nearly four times more elementary schools are involved in partnerships than middle or high schools. There are fewer middle school teacher education programs than elementary ones, of course, and that means less activity in middle schools. Innovation in secondary schools always has been more difficult to generate, partially because high schools are departmentalized by subject. Their teachers usually have a less holistic concept of school improvement. To get in the door, a few partnerships have started working with teachers in a single area or subject, such as science or math. More action is needed in secondary education, and it has gradually increased in the second year.

Reform of Curriculum and Instruction

Innovation in curriculum and instruction is less prevalent in partnership schools than in schools of education. For example, revisions of elementary and middle school teacher preparation curricula have occurred at several universities, but only a few reports mention changes in schools. Schools of education also have introduced more innovation in instruction and in the use of technology. For example, many are using E-mail to increase communication between students and instructors, teaching courses on site in schools, and establishing two-way multimedia communication between school and college classrooms.

Evaluation

Measurement of results has begun in six areas: partnerships as a total operation, teachers prepared in partnerships, cooperative investigations and research, the co-teaching assignments of teachers and professors, student learning in partnership schools, and professors' growth and functioning. Some of it is minimal, and some substantial. The order of the foregoing indicates the prominence of each of these thrusts.

Most evaluations of a partnership as a total enterprise have been internal. Two have been external. Evaluations have led to such changes as requiring that every full-time professor rotate into an assignment in partnership schools, reconsidering participation by some of the involved schools, and questioning continuation in partnerships. Evaluation also has raised questions about the length of time that a school should participate in a partnership; one site has begun to shift partnership involvement among schools.

At the outset, partnerships generally were eager to start professional development schools; testing that idea caused some sites to shift to a broader concept of university-school collaboration. At one partnership the label was changed to "professional development system." One conclusion in every location is that the staff and the time required to accomplish the promise of the partnership idea have been insufficient.

Assessment of the impact on prospective teachers has received constant attention. One way of assessing impact has been comparison of the outcomes of traditional student teaching with those of a yearlong internship. An important indicator of impact has been districts hiring new teachers who have done internships in their schools.

Clinical teachers and university supervisors assess intern performance constantly during student teaching. With the emergence of yearlong internships, there is opportunity over time to observe and assess interns' skills and knowledge. The use of portfolios also has helped partnerships evaluate and document the achievements of interns.

This volume describes many of the action-research studies under way, but most partnership reports do not present results. This is mainly because findings are not yet available. Almost all such studies are collaborative efforts between teachers and professors. Next year's reports should be rich in the results of these projects and give information on how findings have been applied.

Co-teaching by teachers and professors, particularly in methods courses, has become ubiquitous in partnerships. Informal evaluation and general concurrence on the desirability of such collaboration are probably the most significant indicators of the success of this innovation. A few partnerships have given selected teachers full-year clinical assignments on campus because they contribute substantially to the integration of theory and practice.

Some teachers are teaching college courses on their own, as well as supervising clinical experiences. New titles, such as "clinical instructor," have emerged for these new players in teacher education.

Measuring student learning in partnership schools still is in its infancy, partially because it is so difficult to do. So far, the main basis of measurement is standardized tests.

Evaluation of the growth of college faculty has had the lowest priority among partnerships. On the one hand, professional development activities for professors have been minimal. On the other hand, there is no consensus on what professors should learn or who will evaluate the outcome. One institution has introduced evaluation of college supervisors of student teaching by clinical/cooperating teachers and interns. Professors have long been required to have students evaluate them at the end of courses, but this has not been initiated by partnerships.

Conclusion

The accomplishments of partnerships so far are many and diverse, but perhaps not as dramatic as some would wish. The primary reasons for this are the difficulty of implementing partnerships and the limited resources available. Of course, there are other factors, such as the difficulty of breaking with tradition, of bridging two educational entities, and of broadening the commitment of these entities beyond their traditional missions. Nevertheless, the progress in just two years is impressive, as readers of this report will note.

The second year marks the end of the first phase of the university-school teacher education partnership innovation. The second phase will bring emphases on better preparation of teachers to bring about student learning in schools, and more involvement of arts and science faculty in partnership activities. The resources for partnerships must be increased so that these two thrusts can be incorporated into the already copious list of efforts under way.

Ideally, other aspects of teacher education will be addressed. Among the most important of these are selection standards and procedures that predict teacher quality better, personal counseling and academic advising of prospective teachers, joint experimentation on curriculum and instruction to better meet the needs of children and youth, and review of the foundation subjects that enable teachers to bring a knowledge of sociology and psychology to their teaching.

I applaud the many faculty and administrators in the universities and in the public schools for the progress made to date in creating viable University-School Teacher Education Partnerships. As noted earlier the work has been impressive. And there is much work yet to be done!

– Charles R. Coble
Vice President
University-School Programs
The University of North Carolina
General Administration

Appalachian State University

in partnership with Alexander, Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes County Schools

Highlights of 1998–99

- Cohorts of elementary teacher education faculty and interns were paired with clusters of public schools to increase the number of field experiences and on-site methods courses.
- Student teachers mentored preservice "interns" (students participating in pre-student-teaching field experiences) in professional development schools.
- Preservice interns reported high levels of satisfaction with enhanced field experiences at professional development schools.
- Public school students significantly increased their reading achievement—an instructional focus at one professional development school—as a result of collaboration among interns, student teachers, faculty, and practitioners. A number of students showed a year or better gain in performance.
- The partnership employed two practitioners-in-residence for the academic year.
- The Reich College of Education revised undergraduate and graduate programs in elementary and middle-grades teacher education to reflect its conceptual framework, national standards, and best practice in teacher education. This effort involved more than 40 university faculty and practitioners.
- The college revised 14 other graduate teacher education programs to achieve better alignment of coursework and field experiences with public school curriculum and assessment. Forty university faculty and 30 practitioners participated in this effort.
- The college revised second academic concentrations to align more closely with teaching fields.
- Integration of technology across teacher education curricula increased.

Overview

The ASU–Public School Partnership connects Appalachian State University's Reich College of Education with seven area school districts (representing 86 schools): Alexander, Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes County Schools. In 1998–99 the partnership supported a variety of projects that addressed its own goals as well as three major initiatives of the college: (1) development of a new undergraduate program in middle-grades teacher education with a strong professional development school (PDS) orientation; (2) creation of a new undergraduate program in elementary teacher education with an increased number of early field experiences that align more closely with the PDS model; and (3) implementation of three elementary PDSs. These efforts involved 60 university-based educators, 30 school-based educators (teachers, administrators, and other school personnel), and several support personnel from the Northwest Regional Education Service Alliance.

Goals

The partnership has four major goals, each grounded in the college's "social-constructivist" conceptual framework, which is designed to develop a community of practice that includes preservice students, faculty, classroom practitioners, and their students:

- To extend the college's community-of-practice model to the public schools with the purpose of improving both teacher preparation curricula and public school practice
- To design, equip, and sustain learning environments that give faculty and students the opportunity to use state-of-the-art telecommunications and multimedia in their everyday work and to integrate technology into all curriculum areas
- To provide the faculty development necessary to sustain the community-of-practice model
- To document and evaluate the effects of partnership activity

Key Components and Implementation Strategies

The strategies designed to achieve these goals can be grouped into four essential and interdependent areas of change, following an assessment framework suggested by Lee Teitel (in an April 1998 presentation at the annual meeting of the American Educational Research Association): (1) partnership development; (2) adaptations in roles, structures, and culture; (3) development of best practice in teaching, learning, and leading; and (4) learning improvement. This multidimensional approach to partnership work and assessment is based on an assumption that educational change is a complex sociocultural phenomenon. Effective partnerships must continually attend to each of these areas.

Outcomes

Following is a representative sample of outcomes for each of the four partnership goals.

Goal 1: To improve teacher preparation curricula and public school practice through a community-of-practice model

One of the most significant changes in the elementary teacher education program in 1998–99 was that faculty began to work

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in cohorts (groups) to deliver instruction in assigned clusters of schools. Further, they became responsible for building field experience components into the curriculum for their students. The students, who are called "interns" while they are participating in field experiences that precede student teaching, also worked in cohorts. As a consequence, faculty participated more in instruction and evaluation of interns; classroom practitioners had closer working relationships with university faculty; and interns had longer and more varied field experiences throughout the semester. The partnership envisions new elementary PDS clusters emerging that will work directly with particular cohorts of faculty and interns. During 1998–99 the partnership implemented four such clusters, involving 6 elementary schools, 15 public school teachers, 15 university faculty, and 200 interns.

For two years, two PDSs have engaged in extensive partnership activity. This year college faculty spent 282 hours at these sites, working with teachers and administrators, 250 K–6 students, and 36 interns on curriculum and teaching strategies. The 36 interns spent 6,864 hours in the partnership schools, and 5 student teachers spent approximately 5,000 hours in the same schools. From the experience gained at these two PDSs, partnership personnel are developing similar activities and commitments at four other elementary schools that are likely to become full-fledged PDSs within the next year or two.

Revisions of the undergraduate middle-grades teacher education program also were critical forces for change in the development of the partnership. More than 30 university faculty (including faculty from the College of Arts and Sciences) and public school practitioners redesigned the program to integrate curriculum areas and emphasize the role of the PDS in providing authentic teaching experiences. The program was implemented in fall 1999.

Approval of the new undergraduate program in elementary teacher education is expected in spring 2000. As part of the redesign, faculty in the Colleges of Education and Arts and Sciences reviewed all the courses in the required concentrations—24 hours in an academic area such as English, foreign languages, or social studies. The result of the review of second academic concentrations was a number of changes in the required courses, and the introduction of several new concentrations such as the performing arts and the visual arts.

Program development in elementary teacher education occurred hand-in-hand with the piloting of best practices. For example, interns first worked with faculty to learn how to administer and interpret spelling assessments. Then they went into the partnership schools to assess K–6 students. Finally, the interns shared findings with classroom teachers to assist them in improving instruction. The partnership conducted similar efforts to improve reading and mathematics instruction in the partnership schools.

In addition to developing new relationships, the partnership created new roles. For example, it employed two teachers as practitioners-in-residence (a full-time person in elementary teacher education and a half-time person in middle-grades teacher education) for the 1998–99 academic year. They taught university courses, assisted in supervision of interns, presented papers with faculty at professional conferences, and worked closely with the Middle Grades Advisory Committee or the Elementary Education Upgrade Committee. Also, student teachers at the elementary PDSs created new roles for themselves, serving as mentors to the interns at their schools. Further, PDS interns and student teachers made community connections that resulted in after-school activities such as tutoring students in academic areas and assisting students in developing Web pages or other media to support their classroom learning. University faculty assumed new roles in schools by modeling instructional practices in PDS classrooms and participating in professional development activities alongside classroom teachers—for example, a mathematics study group of classroom teachers and university faculty examining curriculum alignment of mathematics content.

In the Reich College of Education, personnel in other programs also explored new roles. For example, the graduate program in school counseling collaborated with various teacher education programs by sending counseling students to education classes to discuss topics such as the influence of peer group pressure on student behavior and the relationship between the classroom teacher and the school counselor.

Enhancement of field experiences continued, with an emphasis on giving students opportunities to work with diverse student populations and on connecting field experiences more directly to university course work. The cohort model for scheduling interns led to the development of special field experiences to acquaint interns with issues arising from ethnic and cultural diversity. Among the experiences were visits to a variety of schools with diverse student populations, including a Japanese magnet school in Charlotte. To make their fieldwork more meaningful, 200 preservice students a year participate in a tutoring project called Learning Partners. This project is part of the first course required of all students in teacher education. In this semester-long course, preservice students first receive intensive training in tutoring strategies. They then engage in a semester-long tutoring assignment with a variety of students. They use this experience as a basis for examining concepts and strategies taught in the course.

Partnership funds supported the practitioners-in-residence, provided a variety of materials and equipment for faculty and students in partnership schools as well as in the college, and supported the participation of school-based educators in the monthly meetings of the Middle Grades Advisory Committee. Partnership funds also made it possible for more than 30 practitioners to work with college faculty on the revision of 16 master's programs in teacher education, and they enabled a number of practitioners to share their ideas in prepared papers at professional conferences.

Goal 2: To provide technologically rich learning environments

The partnership provided technologically rich learning

environments for faculty and students at the university and in partnership schools. In the Reich College of Education, partnership funds financed renovation of three student computer labs, which now record more than 2,000 student uses a month; equipping of a faculty development area to promote multimedia technology applications; and equipping of a multimedia classroom to enhance the use of technology in teaching and learning. Faculty now have direct access to interactive video equipment, CD-ROMS, document and digital cameras, audiotape equipment, and slide projectors, all linked to enable faculty to mix and match media as a complement to their teaching. As a result of this access, the college has revised two required undergraduate courses to meet university requirements for a computer designation. This designation permits preservice students to meet university general education requirements while learning how to integrate computers into teaching and learning. A closed Web site that bypasses the Internet to speed communication has been designed to facilitate dialogue between interns and student teachers, on the one hand, and college supervisors, college faculty, and other college students. Twelve university supervisors, 200 university students, and 50 cooperating teachers have been involved in field-testing the Web site. A special summer workshop sponsored by the partnership assisted 20 cooperating teachers in working with student teachers on the state-required Advanced Technology Competencies. Software and computer equipment have been placed in partnership schools for use by faculty, students, and preservice students. A video developed by faculty and practitioners describing the middle-grades teacher education PDS model has been used in several conference presentations.

Effective integration of technology into teaching and learning in the teacher education programs became more evident. Some faculty initiated student electronic portfolios. Others, such as faculty in Music Education, developed technology resources for preservice students to demonstrate how to integrate technology into music classes. In a telecommunications mentoring project, doctoral students served as on-line mentors to preservice students.

Further, the college implemented the state's required Basic and Advanced Technology Assessments. Student teachers demonstrated their technology skills in the field and had their portfolio of technology products reviewed by their cooperating teachers and university supervisors. No student passed student teaching until he or she satisfied the Advanced Technology Competencies.

The college, in cooperation with the North Carolina Department of Public Instruction, hosted a conference on the Advanced Technology Competencies, which drew 125 participants from both public and independent colleges in North Carolina.

Goal 3: To provide faculty development

Continuing professional development is an essential aspect of the partnership. Second-year activities in this area included completion of the ABCs staff development project, carried out in collaboration with the Northwest Regional Education Service Alliance. The project involved 400 teachers and administrators in aligning curriculum and developing appropriate teaching strategies to increase student achievement on the state's ABC assessment.

Faculty and practitioner attendance at professional conferences to learn more about developing PDSs, and joint presentations by university- and school-based educators at professional conferences, provided other professional development experiences. A special series of weekly technology colloquia for college faculty enabled several faculty to showcase their practices in integrating technology into teaching. Also, 13 faculty participated in a university-supported computer-training initiative that provided each one with a laptop to use in integrating more technology into his or her teaching.

College faculty and public school teachers engaged in joint professional development opportunities. For example, mathematics educators from the Department of Mathematics and the Department of Curriculum and Instruction joined practitioners in a study group to align the teacher education curriculum with the public school curriculum at the secondary school level.

Staff development also occurred at PDS sites, focusing on increasing student achievement in mathematics and reading. For example, a group of faculty and teachers examining best practices in teaching mathematics developed new teaching materials, and interns and student teachers then used the materials with K–6 students in their classrooms. At one PDS site, classroom teachers initiated literature discussion groups after staff development and a visit to a master teacher's classroom to see the concept in practice. At another PDS site, staff development enabled teachers to conduct spelling lessons focused on students' abilities (see the next section). Also as a result of staff development, teachers used computers and other multimedia tools more often in classroom instruction.

Goal 4: To document and evaluate partnership activities

During the 1998–99 academic year, documentation and evaluation became more systematic, and more dissemination of findings occurred. Further, collection and analysis of data related to partnership activities continued. School- and university-based educators presented 15 papers focusing on aspects of the ASU–Public School Partnership.

The partnership assessed the effectiveness of the ABCs staff development project, which had been operating since fall 1996. Data revealed that the project had a positive influence on student performance. Curriculum alignment and focused teaching strategies had led to greater student achievement overall. Faculty work in PDSs was considered in promotion, tenure, and merit decisions, and documentation of such activity now will be expected in annual faculty reviews. Revisions of curricula paved the way for the Reich College of Education to meet the standards of the National Council for Accreditation of Teacher Education and the Interstate New Teacher Assessment and Support Consortium. Reading and spelling scores on end-of-grade tests in one of the PDS schools improved as a result of a partnership-sponsored initiative in that school. In fact, some of the lowest-scoring students in the previous year made a year or

better gain in performance. Overall end-of-grade scores in the same school improved. Other PDSs are collecting baseline data to establish benchmarks against which they can measure growth in student achievement.

The partnership also documented the effects of its initiatives on interns. A study comparing students in traditional teacher education programs and those participating in PDS activities showed that PDS interns understood more clearly how course work and school-based experiences related. They also demonstrated greater depth in understanding key concepts, more confidence in their ability to implement instruction in classrooms, and a greater ability to practice what they learned in their course work. A notable difference showed up in the teaching of mathematics: PDS interns tended to address issues of mathematics process while traditional students focused on the use of manipulatives and rules without showing much understanding of the underlying learning processes. Regarding students' perceptions of faculty, PDS interns believed that faculty at PDS sites were more effective in sharing assignments across courses and in coordinating the topics for study than faculty who were not actively engaged at PDS sites.

Compared with faculty in traditional programs, PDS faculty showed a dramatic increase in collaborative planning activities, more awareness of preservice students' progress, and more flexibility in scheduling activities at the PDSs. College faculty also reported that they had noticed a change in their working relationships with students. Students now were interested in discussing instructional issues such as the reasons for teaching a particular mathematics concept or using a specific reading strategy, rather than their merely asking about grades and assignments.

Effects on curricula were evident in the ongoing revisions of both the elementary and middle-grades courses of study. Faculty came to understand that reconceptualization and reorganization of field experiences were possible, and they are applying this finding to revisions of curricula.

Another discovery was the positive effect of having interns in the same school classroom with student teachers. Student teachers who worked as interns in the school before doing their student teaching there felt more comfortable in mentoring interns. They were knowledgeable about what interns were doing, could anticipate difficulties, and could suggest solutions. At the same time, they saw the interns as peers who could help them assess their own progress during student teaching. As a result of this positive interaction, faculty plan to use this model at other PDSs.

Lessons Learned: Challenges and Interactions

As partnership work continues, participants are learning many lessons. Following are some representative ones:

- Continuing communication among partners is critical because schools and partners change.
- Roles and responsibilities should be discussed and clearly defined regularly.
- Heavy teaching responsibilities on campus hinder faculty in building effective PDSs.
- To foster stronger PDSs, the partnership needs additional resources to support reallocation of faculty time, more travel, and more materials.
- Ensuring the integration of effective pilot projects into existing programs, especially in the area of technology, requires commitment of more funding for equipment, personnel, materials, and other needs.
- The development of partnerships requires long-term relationships facilitated by stable cohorts of university faculty and stable clusters of schools.
- Changing the culture of schools and universities takes time, but groups of committed, well-supported people can make significant differences.
- The potential of collaboration is not overrated. Positive results emerge when stakeholders work together to benefit students and their learning.
- Effective staff development must be sustained over time, not done on a short-term basis. This means that there must be sufficient funding to establish such efforts.
- Preservice students need to work with university faculty in the schools if the connections between university course work and school practice are to occur.
- Preservice students can help classroom teachers learn how to integrate technology into instruction.
- No one model should govern PDSs; attention to context and personnel is necessary in establishing an appropriate partnership.
- A two-year commitment for practitioners-in-residence is a more realistic expectation than a one-year commitment if these professionals are to make major contributions to the partnership.
- Rewarding teachers with time and funding for working with interns and student teachers at PDSs is essential if the partnership expects teachers to make long-term commitments.

Future Directions

Building on the lessons learned, the partnership sees itself addressing the following tasks in the future:

- Finalizing the criteria and the process for selecting PDSs, master teachers, school site coordinators, and practitioners-in-residence
- Designing a long-term plan for assessing student performance at each stage of the middle-grades teacher education program
- In field experiences, continuing to support attention to diverse student populations
- Supporting the curriculum development efforts of local schools by creating study groups of practitioners and universi-

ty faculty in areas traditionally associated with elementary, middle, and secondary schools (mathematics, social studies, science, and reading/language arts)

- Adapting lessons learned from PDS activities in elementary and middle-grades education to secondary education
- Developing plans for program assessment that dovetail with the overall assessment plan of the college
- Disseminating information about partnership-related projects (promising practices and procedures) in the partnership counties and at professional conferences
- Continuing to develop the closed Web site among partnership members to facilitate communication and expand learning opportunities
- Continuing to implement the new undergraduate middle-grades teacher education program, begun in fall 1999, and beginning to implement the new master's elementary and middle-grades teacher education programs in spring 2000
- Moving the new undergraduate elementary teacher education program through the university's approval process in spring 2000, expecting to implement it in 2001
- Exploring how undergraduate distance-education programs can incorporate the increased emphasis on field experiences and involvement in PDSs
- Increasing technology resources for both students and faculty and providing more professional development opportunities in technology integration for cooperating teachers
- Continuing to assess the impact of the partnership on preservice students, faculty, practitioners, public school students, and curriculum

Profile of USTEP Based at Appalachian State University

SCHOOLS	
Number of school districts involved in partnership	7
Number and types of schools involved in partnership:	
Elementary	57
Middle	8
Secondary	14
Other	7
Student enrollment in schools involved in partnership	39,348
Number of teachers in partnership schools involved in partnership activities	300
Number of nationally certified cooperating/clinical teachers in partnership schools	Unknown

UNIVERSITIES	
Number of education faculty (overall):	
Full-time	78
Part-time	28
Number of education faculty involved in partnership:	
Full-time	50
Part-time	12
Number of arts and science faculty involved in partnership:	
Full-time	10
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	189
Middle	56
Secondary	12
Other	109
% Minority	5

East Carolina University

In partnership with Beaufort, Carteret, Craven, Edgecombe, Greene, Johnston, Jones, Lenoir, Martin, Nash, Onslow, Pamlico, Pitt, Wayne, and Wilson County schools

Highlights of 1998–99

- All Master of Arts in Education programs at East Carolina University were revised in accordance with the state's new advanced competencies license, and a Master of Arts in Teaching program was designed for people with bachelor's degrees in content areas.
- Four more school districts (Carteret, Johnston, Jones, and Pamlico) joined the partnership, bringing the total to 15 districts.
- The partnership funded more action-research projects by faculty and school partners.
- The partnership initiated three professional development schools in Pitt County.
- The partnership directed more resources toward a summer program to support lateral-entry teachers and conducted its second annual Lateral-Entry Symposium.
- Through efforts to recruit minorities, the proportion of minorities in the teacher education program rose from 10.5 to 12 percent.
- East Carolina University and the Pitt County Schools jointly supported professional development on diversity of student populations.
- Staff of the partnership teamed with master teachers in the 15 school districts to conduct workshops on performance-based licensure for teacher education and school faculty.
- Two new pilot projects focused on supporting initially licensed teachers.

Overview

The partnership based at East Carolina University (ECU), called the East Carolina Clinical Schools Network, continues to operate as a collaborative support system for teacher education and the public schools it serves. During its first year, success was evident in (1) the well-attended monthly planning meetings of the 11 participating school districts and ECU; (2) implementation of numerous jointly designed professional development programs; (3) revisions of undergraduate and graduate curricula, involving teacher education faculty and school personnel; (4) sustained minority recruitment efforts; (5) successful operation of Eastnet, an electronic communication system linking partnership personnel; (6) ongoing action-research projects focusing on curriculum improvement and change; (7) continued improvement of the yearlong senior internship; and (8) support for lateral-entry teachers in the region.

Second-Year Goals

The goals for the 1998–99 academic year, developed by the partnership's advisory board, were as follows:

- To include four more school districts that desired to become part of the partnership
- To initiate and support three professional development schools (PDSs) in Pitt County—one elementary, one middle, and one secondary—to enhance exchanges among teacher education faculty and "clinical" (cooperating) teachers
- To hire a PDS coordinator jointly supported by Pitt County and ECU
- To revise all Master of Arts in Education programs in line with the state's advanced competencies license, with input from teachers certified by the National Board for Professional Teaching Standards and from other school personnel
- To develop a Master of Arts in Teaching program with input from school personnel, to allow midcareer people to enter teaching
- Through a collaborative model—that is, faculty and school personnel working together—to deliver professional development sessions in line with identified needs, at various sites and times, with an emphasis on diversity of student populations
- To continue to fund collaborative action research and in-depth research focusing on curriculum improvement and student achievement
- To initiate and expand undergraduate curriculum revision with sustained input from school partners
- To sustain efforts to recruit minority faculty and students
- To broaden the support network for lateral-entry teachers through sponsorship of an annual symposium and strengthening of a summer program
- To provide support to initially licensed teachers as part of the continuum of teacher preparation

Key Components

Partnership Advisory Board

An advisory board serves as the coordinating mechanism for all activities and initiatives of the partnership. It consists of 15 liaisons from the school districts, 3 teachers rotated each year among the school districts, teacher education faculty, clinical schools staff, and the director of the partnership. During 1998–99 the advisory board formed subcommittees to work on

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various projects in more depth—for example, diversity of student populations, recruitment of minority students and faculty, and professional development for clinical teachers.

Curriculum/Program Revision

ECU now undertakes all revisions of undergraduate and graduate curricula and programs with input from school partners. Partnership resources cover pay for substitutes, stipends for teachers, and funds for the summer development work of collaborative committees. More and more, these efforts are being driven by research that focuses on particular areas of the teacher education program.

Yearlong Senior Internship

All students in teacher education participate in a yearlong senior internship. Partnership staff have developed many useful materials for coordinating the experience and managing the continuing communication necessary for it to work well—for example, handbooks, agreement forms, and seminars.

Professional Development Schools

Although all 15 school districts are part of a professional development system within the partnership, three schools in Pitt County, where ECU is located, serve as PDSs. A steering committee for this initiative includes the three principals; the associate superintendent of Pitt County Schools; the associate dean of the ECU School of Education; the director of clinical experiences at ECU; three faculty coordinators from elementary, middle, and secondary school areas; teachers from each school; and the PDS coordinator. At each school site, a leadership team involves the appropriate faculty coordinator in planning and implementation.

Clinical Teacher Training

The School of Education initiated a training program for all clinical teachers in 1996, when it implemented a yearlong senior internship for all preservice teachers. The initial training has since been enhanced through numerous continuing professional development programs for clinical teachers. This component will become a priority in the third year as the partnership emphasizes a more formal, developmental model of continuing education for clinical teachers.

Lateral-Entry Programs

As the need for alternative licensure programs escalates, the School of Education has focused substantial resources on two initiatives in this area: Project Act, an intensive five-week program for lateral-entry teachers; and a Lateral-Entry Symposium. The partnership envisions continual expansion of this component.

Research and Development

The partnership has used some of its resources to support research projects in line with the School of Education's research agenda and public school issues. Particular emphasis goes to collaborative action research involving both teacher education and public school faculties.

Implementation Strategy

The partnership conducts the business of its many agreements through an advisory board. At the monthly meetings of this group, members generate ideas and mechanisms. They take these ideas and mechanisms back to departments in teacher education and to school districts in the partnership, and solicit feedback. The partnership then puts improved or new strategies into practice and evaluates them.

Outcomes

Organization and Structure

Four more school districts (Carteret, Johnston, Jones, and Pamlico) joined the partnership in 1998–99.

The advisory board formed subcommittees around selected initiatives—the field experience in the first semester of the yearlong internship, diversity of student populations, recruitment of minority students and faculty, and so forth. This structure pulls in participants from all groups (schools, teacher education, business, and the like) to address particular needs and concerns.

ECU and Pitt County Schools hired and supported a PDS coordinator.

The partnership enhanced an internship support program and then extended it to all school districts in the partnership after successfully pilot-testing it in four and then seven school districts. The purpose of the program is to ensure optimal articulation between clinical teachers and methods professors in the first semester of the yearlong internship. Data from the pilot tests show the types of problems that were successfully handled, the matters needing more attention, and the overwhelming support for continuation and expansion of the program.

Curriculum Improvements

The revision of all Master of Arts in Education programs will provide, beginning in fall 2000, graduate education for inservice teachers that will emphasize teacher leadership, work with diverse student populations, and action research. The new programs also will support culminating products, such as a portfolio or an action-research project, in line with the requirements of the National Board for Professional Teaching Standards.

The initiation of a Master of Arts in Teaching program will allow midcareer people to pursue teaching through an accelerated, clinically based model of teacher education.

Curriculum revision committees in the School of Education began to involve public school personnel on a regular basis.

Within the teacher education program, a minimum requirement for intern portfolios was established, and a structure for checking the products before graduation was developed.

Professional Development Programs

The partnership now consistently promotes joint design and delivery of all professional development programs. Thus professional development sessions regularly involve both higher education faculty and school partners.

In summer 1999, university faculty and teams from partnership school districts attended a three-day Diversity Institute held on the ECU campus and taught collaboratively by university and school partners. The purpose of the institute was to give participants enough information about diversity of school populations, and enough time for self-reflection, that they could plan and conduct a one-day workshop in their school districts. Before the institute, 90 percent of participants rated their knowledge level low to moderate, and 10 percent rated it high, on 10 components of diversity. After the institute, 49 percent rated their knowledge level low to moderate, and 51 percent rated it high.

More than 130 initially licensed teachers, mentors, and administrators, some from the partnership and some from other parts of the state, attended a two-day Performance-Based Licensure Workshop conducted by university and public school partners. The partnership offered this workshop in response to school districts' pleas for updating on the new state mandates in performance-based licensure.

The partnership held its second annual Lateral-Entry Symposium in response to lateral-entry teachers' requests to network and collaborate as they work toward licensure.

General/Overall Outcomes

The partnership published a monograph entitled *Excellence Through Partnerships: Research in Action*, which highlights and describes 10 collaborative action-research projects. Partnership resources have funded more than 25 such projects, involving more than 40 teacher education faculty and 30 school personnel.

Typically, higher education faculty are rewarded for teaching, research, and scholarly publishing, not partnership work. Throughout 1998–99 a School of Education committee consisting of faculty, the associate dean, and the dean conducted focus groups to elicit comments on and analyses of present faculty roles and ways of evaluating performance. The committee now is proposing and sharing some new models. The intent is to recognize faculty involvement in school-based teacher education activities and research.

Lessons Learned

Promising Practices

A professional development model that consistently involves both the higher education faculty member and the practitioner creates a kind of parity that the partnership believes it needs in order to ensure deep, sustained collaborative work. Action research on real school problems supports this model and integrates the advanced, theoretical knowledge of university educators and the applied knowledge of school-based educators.

Support for initially licensed teachers in the 15 partnership school districts now is viewed as the responsibility of both the schools and the university. Teacher education programs must continue to provide support for beginners in order to reduce attrition and support teachers' continuing development. Pilot programs along this line, as well as new initiatives, have received positive feedback and support.

A small research project sponsored by the partnership, which sought input from clinical teachers and interns regarding their preparation for the teaching of reading, generated qualitative data that can be used in curriculum redesign. Such research on curriculum and instruction has potential for continuous improvement of teacher education courses and programs if done through collaborative models. With this kind of sustained inquiry into real school problems, there is a greater chance of changing curriculum to meet the needs of preservice teachers and practitioners.

Bridging of the Cultures of the School and the University

The structure of the partnership seems to work in promoting the concept that the school and the university are connected and that improvements in one will occur only in concert with improvements in the other. The use of PDSs for in-depth, clinically based work and collaboration has, as the literature indicates, potential for bridging the two cultures in ongoing, meaningful ways—if there is a commitment and a resource allocation from higher-level administrators in both settings.

Future Directions

The partnership will emphasize the following areas in the next years of its operation.

Professional Development of Clinical Teachers

The partnership will institutionalize a model of continuous professional development for clinical teachers. Thus far, the development program involves a mandatory initial training session of three days and numerous optional experiences. In the next year there will be more emphasis on clinical supervision and cultural sensitivity to diverse student populations.

Research-Driven Curriculum Change

Through systematic action research and continuous feedback, the teacher education curriculum will adapt and improve to meet the needs of preservice and inservice teachers. Also, school curriculum will change. The partnership will continue to allocate resources in this direction.

Student Achievement

The partnership has emphasized professional development sessions that address performance-based licensure. University and school partners now must strengthen the portfolio process to focus on what public school students learn, by assisting preservice and inservice teachers in learning and applying better assessment practices. For example, at its PDSs the partnership is emphasizing analysis of student work samples and standardized test scores. It must begin to address the link between teacher education and the achievement of public school students.

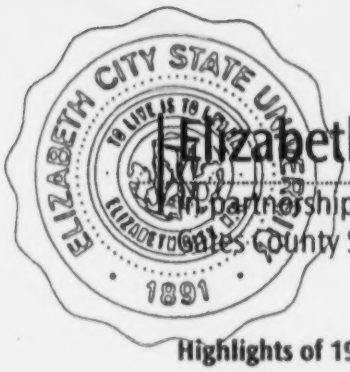
Lateral-Entry Programs

ECU is one of six regional centers for NC TEACH, a statewide program targeted at college graduates with at least five years of successful employment experience who want to enter the teaching profession. It offers six weeks of intensive preparation and then provides mentors and weekly seminars for continuing support during the school year. Through direct involvement in NC TEACH, the partnership will sustain and enhance its programs and network for lateral-entry teachers.

Profile of USTEP Based at East Carolina University

SCHOOLS	
Number of school districts involved in partnership	15
Number and types of schools involved in partnership	Variable from semester to semester
Student enrollment in schools involved in partnership	Variable from semester to semester
Number of teachers in partnership schools involved in partnership activities	1,454
Number of nationally certified cooperating/clinical teachers in partnership schools	40

UNIVERSITIES	
Number of education faculty (overall):	
Full-time	106
Part-time	88
Number of education faculty involved in partnership:	50
Part-time	45
Number of arts and science faculty involved in partnership:	20
Part-time	25
Number of graduates who completed teacher education program in 1998–99:	
Elementary	157
Middle	46
Secondary	41
Other	158
% Minority	6.2%



Elizabeth City State University

In partnership with Edenton-Chowan, Elizabeth City–Pasquotank, and Gates County Schools

Highlights of 1998–99

- Participants examined the value of a yearlong field experience for improving the quality of prospective teachers of grades K–12.
- Partners held ongoing planning meetings to restructure methods courses and integrate them more fully with public school classroom practice.
- Selected preservice teachers participated in staff development activities at the partnership schools, enriching their field experiences.
- Technology workshops enhanced the skills of teachers and media specialists from partnership schools.
- Participation in the partnership increased collaboration among university faculty within the Division of Education.

Overview

The Elizabeth City State University–School Teacher Education Partnership is a collaborative effort between the university's Division of Education and the Edenton-Chowan, Elizabeth City–Pasquotank, and Gates County Schools. The partnership made much progress during the first year, largely in planning implementation strategies. In 1998–99 the initial steps for implementing those strategies took place. The partnership advisory council, consisting of 45 members representing the partnership's several constituencies, met twice to provide leadership and review goals. Further, the council's Curriculum Committee held an all-day meeting to refine the methods curriculum for teacher education majors.

Also during the first year, principals identified clinical teachers (teachers with special skills, such as mentoring) to work with preservice teachers—"interns"—in a yearlong internship. The clinical teachers then received training in supervision and mentoring. The internship was voluntary, and in 1998–99, the program's first year, only four interns participated. The internship involved a semester of clinical observation and participation (one day a week) related to university course work and a semester of student teaching (full-time), which included some videotaping of the interns teaching lessons. The first group of yearlong interns successfully completed the program. All of them now are employed as teachers, one in the district where she did her internship.

Results from surveys completed by interns indicated that the program was valuable in preparing them for entry into the teaching profession. The responses indicated that being involved in the partnership had better prepared interns for teaching. They had more realistic expectations of what happens throughout a school year. They had opportunities to build relationships with teachers, students, and other staff at their schools before beginning the student teaching component. Also, the program enabled them to reflect on their videotaped lessons and offered them many observation and teaching experiences with master teachers.

After continued collaboration between the university and the public schools to determine what types of outreach services were needed, the principal at Sheep-Harney Elementary School asked the partnership's clinical coordinator to serve on the school improvement team. This would aid the university in staying abreast of the school's needs.

Second-Year Goals

The second year of the partnership focused on recruitment and retention of more interns. University faculty, interns, and clinical teachers met to restructure the elementary education methods courses and integrate them more thoroughly with field experiences. Structured field observation and participation began with the Teaching Reading and Language Arts course for juniors. It was changed from a two- to a three-semester-hour course to allow the students to observe and participate in elementary reading instruction from a clinical teacher.

A similar process has begun with the elementary education methods courses in mathematics, science, and social studies. These courses, which are required, were taught as a five-week block. The students met every Monday and Wednesday. Mondays were reserved for instruction in methods and theory by the university instructor, while Wednesdays were reserved for students' observation and participation in the participating school districts under the guidance of a clinical teacher. These changes gave the students more opportunities to relate theory to practice, which is essential to improving public school students' performance. The process also allowed students to see how the ideas presented in university classes might be applied in public school classrooms.

Another focus for the second year was continued training in technology for clinical teachers and media specialists in the elementary schools participating in the partnership. The training covered basic computer skills as well as introduction of computer technology into the classroom. It emphasized four broad areas: communicating, gathering data, organizing data, and publishing information. Specific topics were computer basics, simple networking theory, Windows '95/'98, file management, desktop publishing (using a word-processing program), spread-

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sheets and database applications, scanning, use of digital cameras, Internet basics, E-mail, attachments, real-time chat modes, and Web page design, development, and publication. Participants now are more knowledgeable about and more comfortable with computers.

The training led to more application of technology in the classrooms of the partnership schools. The teachers designed lessons that required the use of technology in all curricula. Communication among partners was enhanced by the use of E-mail. All interns and clinical teachers have access to the Internet. The clinical teachers received credits toward continuing licensure after they completed the workshops.

The clinical teachers not only supervised interns but also mentored experienced teachers new to the district and teachers with less than three years of experience. Mentor-novice relationships provided a stable source of support and professional assistance to the beginning teachers as they went through the performance-based licensure process.

The clinical teachers and other experienced teachers were encouraged to seek certification by the National Board for Professional Teaching Standards. This also is the ultimate goal for the interns after several years of teaching experience.

The last major focus for the second year was collaborative action research. University faculty, public school faculty, and interns engaged in collaborative action research on school problems that affected teaching and learning, mostly how to work with students with learning disabilities. This enhanced both the initial preparation and the continued professional development of teachers, and it helped learners with special needs.

Key Components

The partnership identified five key components: (1) recruitment of prospective teachers, (2) initial preparation, (3) induction, (4) continuing professional development for all teachers, and (5) collaborative action research. These were the focus of the partnership's implementation strategies.

Recruitment

Partners collaborated to recruit and retain prospective teachers. Strategies for outreach were as follows:

- The interim director of teacher education, along with the Elizabeth City Chapter of the National Association of University Women, held a workshop to identify and recruit high school seniors who might be interested in a teaching career. Sixty high school students attended.
- The clinical coordinator talked to freshman students enrolled in the General Education 122T Learning Strategies course and secured a list of names, phone numbers, and E-mail addresses of students who indicated an interest in teaching. Public school faculty and university faculty advised these students, provided them with a clear picture of a career in teaching, and offered them opportunities for interaction with Teachers of the Year and master teachers.
- Flyers were posted in dorms and classroom buildings to make students aware of the partnership and to provide contact information.
- The clinical coordinator talked to students in Sophomore Seminar, another general education course, to recruit them for teaching. She secured a list of names, phone numbers, and E-mail addresses of those interested in teaching. They were invited to a Prospective Teachers' Interest Meeting, at which they had an opportunity to interact with the clinical teachers, university faculty, and the clinical coordinator, concerning a career in teaching.
- Prospective Teachers' Interest Meetings were held for juniors. Follow-up calls were made to students interested in participating in the partnership program. As a result, some of them applied and were admitted.
- To compete with other districts in recruiting and retaining new teachers, the Elizabeth City–Pasquotank school district gave monetary supplements: $800 to teachers with 1–3 years of experience, $1,000 to teachers with 4–7 years of experience, and $1,200 to teachers with 8 years of experience or more. Also, the district raised mentor teachers' salaries to compete with the salaries of their counterparts in other school districts. Three-day workshops for teachers new to the district and teachers with less than three years of experience were held at the beginning of the school year to help them become aware of laws, county and school regulations, and school district initiatives. Follow-up workshops occurred during the school year to give further support on school district initiatives. A nonprofit organization called Excellence in Education held a banquet for new teachers, at which a speaker offered words of encouragement and motivation for the teachers to remain in teaching.

Initial Preparation

The yearlong interns were placed with clinical teachers at the beginning of the school year. Early in the fall they attended staff development activities in the participating school districts. They also helped set up the classrooms. For the first semester, they were in the schools one day per week, rotating to have different experiences with different clinical teachers, at different grade levels, and with children from different socioeconomic backgrounds. Several seminars were conducted to facilitate the transition from student to teacher. Site coordinators met with interns on a regular basis and conducted seminars to assess and address their needs.

Induction

The clinical teachers/mentors provided support to five teachers as they went through the performance-based licensure process. The clinical teachers/mentors focused on audiotaping or videotaping lessons and reviewing them with novices, analyzing evidence and artifacts, and facilitating reflection. They also helped beginning teachers and teachers new to the system develop and monitor individual growth plans to meet their needs.

Professional Development

Partners from the three school districts collaborated to provide a model of excellence in continuing professional development for all teachers. Professional development activities were tied to teacher standards, such as those of the National Board for Professional Teaching Standards. Six seminars were required of the interns, the clinical teachers, and the clinical coordinator. These seminars were given both at the university and in the schools. They focused on the linking of technology to the classrooms, reflective teaching practices, the teaching of phonics, literacy through the teaching of literature and writing, and the assessment of students. Partners also attended and made presentations at conferences.

Collaborative Action Research

Partners collaborated in providing opportunities for university faculty, public school faculty, and interns to conduct school-based research designed to develop new knowledge and skills related specifically to their schools and classrooms. One project dealt with how to help students be more successful with reading and mathematics on the end-of-grade tests. After the research was completed, information was shared and disseminated among partners.

Implementation Strategies

Five goals drive the work of the partnership. Implementation strategies in 1998–99 aligned with the five goals.

Goal 1: To strengthen relationships and shared responsibilities among schools, universities, and communities in the initial preparation, induction, and continuing professional development of teachers, administrators, and other school personnel

The partners engaged in extensive planning. In meetings from summer 1998 through summer 1999, they redesigned the field experience component of the teacher education curriculum to give interns more opportunities to put theory into practice. Integration of the methods courses with field experiences occurred during these meetings.

Technology workshops were offered at the university to clinical teachers and media specialists.

The clinical teachers, the clinical coordinator, and university faculty made a presentation at a state conference for professional development schools on bridging the communication gap among partners in order to build an effective partnership.

Goal 2: To build on successes of current Model Clinical Teaching Programs and established partnerships

In 1998–99 the partnership continued to focus on reflective teaching. Through reflection the interns begin the ongoing process of blending the art and the science of good teaching practice. Understanding why an activity or a practice was productive or nonproductive in the classroom is a key element of reflection. Reflection is an individual's needs assessment and self-monitoring.

Videotaping was used to capture the real classroom performance of the interns. The performances were analyzed by the university supervisors, the clinical teachers, and the interns, using a set of questions to guide thought and reflection.

The yearlong internship is being piloted only in the counties currently participating in the Model Summer Student Teaching Project.

Goal 3: To extend and improve the school-based components of initial preparation and continuing professional development programs

Interns participated in staff development activities on linking literacy and technology in the classrooms of the partnership schools.

Partners held planning meetings to restructure and integrate methods courses so that more interns could participate in the program and have more opportunity to put theory into practice.

Beginning teachers, teachers who were new to the district, and teachers with less than three years of experience attended workshops on performance-based licensure.

Goal 4: To strengthen the linkage between the theory and the practice of teaching and learning, thereby narrowing the gap between what is known to be effective practice and how it is applied

As mentioned earlier, a yearlong voluntary internship program now is operating, with a limited number of students. The interns are in the schools one day a week during the first semester and full-time during the second semester. They rotate among the clinical teachers at the school sites to see different grade levels being taught. Also, they interact with a diverse group of students as they observe and participate in the different classrooms.

The interns keep journals for reflection and use them as a basis for discussion with clinical teachers, the clinical coordinator, and university supervisors. Reflective teaching conferences are facilitated by use of interns' videotaped lessons.

Goal 5: To focus and share resources of the university, colleges, and communities to improve curriculum and increase student learning in P–12 schools and university teacher education programs

The clinical coordinator served on the school improvement team of one of the partnership schools to stay abreast of its needs. The school improvement team consists of the principal, parents, classroom teachers, teacher assistants, fine arts teachers, and physical education teachers. Any decisions made for students that are not mandated by the state have to go before this team for approval.

Outcomes

In 1998–99 the partnership planned, organized, and established policies and procedures for implementing its program. One outcome of this effort was the establishment of a partnership advisory council and four committees to serve under it: the Core Committee, the School Services Committee, the Technology

Services Committee, and the Curriculum Committee. The Core Committee served as the steering body of the council. The School Services Committee provided organized services and assistance to the public schools. It also collaborated with schools and districts on coordinating placements for early field experiences and student teaching experiences. The Technology Services Committee provided students, clinical teachers, and media specialists with workshops on how to integrate technology into classrooms. The Curriculum Committee served as the governing body for all curriculum-related experiences for the partnership.

Technology workshops were offered to clinical teachers and media specialists from partnership schools. Ten teachers and two media specialists attended them and now are applying the competencies in the classroom.

Results of surveys of interns and their students indicated that both benefited from the program. Interns reported that participation prepared them to handle emergencies that occurred daily in the classrooms. Further, the first semester of observation/participation gave the interns an opportunity to build a relationship with clinical teachers and students before beginning their student teaching. Interns also had more observation experiences with their clinical teachers, and the videotaped lessons gave them an opportunity to reflect on their teaching. The students felt that having the interns in the classrooms gave them more individual attention.

Results of a survey of teachers, school administrators, district/central office administrators, and university personnel to determine the quality of communication among partnership members indicated that communication was better among certain members.

Lessons Learned

Although the partnership is in its second year of implementation, personnel have learned several lessons and continue to be challenged. This section focuses on some of those lessons:

- Allowing students to participate voluntarily in the internship has resulted in a very low number of interns.
- There must be a realignment of elementary and special education methods course schedules in order to strengthen the field experience component required by the partnership. Several meetings on realignment have been held, but there still needs to be more refinement.
- The elementary and special education faculties are too small to handle the additional responsibilities required by the partnership. More faculty members are required to implement this initiative successfully.
- Additional resources are needed to give clinical teachers larger stipends in order to encourage the best teachers to participate.
- Ongoing professional development in action research is critical for both university faculty and partnership school personnel.

Future Directions

To support the growth and the continued success of the partnership, partnership personnel will continue to collaborate, and to review and refine strategies. The following goals for the future of the partnership have been established:

- To identify and work with university freshmen, sophomores, and juniors who are interested in teaching careers, and to encourage them to participate in the yearlong internship program
- To conduct action research and disseminate the results
- To continue to restructure elementary and special education methods course schedules to complement the field experience component of the partnership
- To offer school personnel more training in technology and its use
- To initiate more professional development activities for interns

Profile of USTEP Based at Elizabeth City State University

SCHOOLS	
Number of school districts involved in partnership	3
Number and types of schools involved in partnership:	
Elementary	3
Student enrollment in schools involved in partnership	1,357
Number of teachers in partnership schools involved in partnership activities	22
Number of nationally certified cooperating/clinical teachers in partnership schools	0

UNIVERSITIES	
Number of education faculty (overall)	9
Number of education faculty involved in partnership	3
Number of arts and science faculty involved in partnership	INP
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	18
Middle	1
Secondary	6
% Minority	INP

INP = Information not provided

Fayetteville State University

In partnership with Cumberland County Schools

Highlights of 1998–99

- University faculty became increasingly involved at partnership school sites, teaching courses, delivering professional development sessions, and initiating action-research projects.
- Public school partners provided input on the restructuring of undergraduate and graduate programs at Fayetteville State University.
- Four university faculty members participated in a joint initiative on diversity for educators from the Cumberland County Schools.
- The partnership successfully implemented four professional development schools.
- University and school faculty collaborated in teaching methods classes in the participating professional development schools.
- University and school faculty and fourth-year preservice teachers shared best practices at regional and state conferences.
- University faculty were identified to coordinate activities in the professional development schools.
- Two more partnership schools were established at Ferguson-Easley and W. T. Brown Elementary Schools.

Overview

During the 1997–98 school year, Fayetteville State University (FSU) entered into a University-School Teacher Education Partnership with Cumberland County Schools and implemented professional development schools (PDSs) at the following sites: Luther "Nick" Jeralds Elementary School, Pauline Jones Elementary School, Reid Ross Middle School, and E. E. Smith Senior High School. Each school had specific areas of focus to guide its collaborative work. Also, each school became a laboratory for third-year preservice teachers enrolled in educational methods courses and a practice site for teacher "interns" (preservice students in their fourth year).

At the elementary and middle school levels, preservice teachers worked directly with students in the schools as part of their observation and field experiences. They were given valuable opportunities to plan and teach demonstration lessons to whole groups of students and to provide one-on-one tutoring to students experiencing mathematics and reading problems. The teacher internship experience allowed the preservice teachers to plan instruction based on careful diagnosis of students' test scores and classroom performance. Such activity reinforced the program goal of linking studies of theory in the university classroom to practice in the elementary classroom.

At the high school level, third-year preservice teachers visited and observed master teachers in various disciplines. Clinical observations were used to validate lessons taught by methods faculty and to increase students' preparation for the internship. Realization of the PDS model at the high school was slow, however.

At year's end, program administrators found the PDSs to be at different stages of implementation. Internal evaluations of progress helped each site shape goals and objectives for the second phase. Feedback and interest surveys were conducted by the faculty coordinators of the PDSs in an effort to assess what needed to be done differently for improvement. The success of the first-year implementation of PDSs energized program expansion. In 1998–99, FSU expanded its partnership efforts to include two more elementary schools, Ferguson-Easley and W. T. Brown.

Second-Year Goals and Objectives

The initial goal of the partnership was to improve teaching and learning through better preparation of teachers, administrators, licensed personnel, and nonlicensed staff. In the second year of implementation, this goal was expanded to include the following goals:

- To create more effective models of preservice preparation
- To strengthen the teaching profession, from initial preparation through career-long professional development and renewal
- To redesign the written and taught teacher education curricula in order to reduce the gap between theory and practice
- To redefine and clarify the professional roles of teachers and university professors to be consistent with the demands of the 21st century
- To improve P–16 learning experiences through university-school collaborative efforts
- To increase the number of elementary schools in the partnership
- To provide educational technology services to schools in the partnership districts

Key Components

The key components of the PDSs, which provide the nucleus for all other strategies, are (1) preservice preparation, (2) induction, (3) inservice education and professional development, (4) integration of technology into the classroom, (5) collaborative research, and (6) recruitment.

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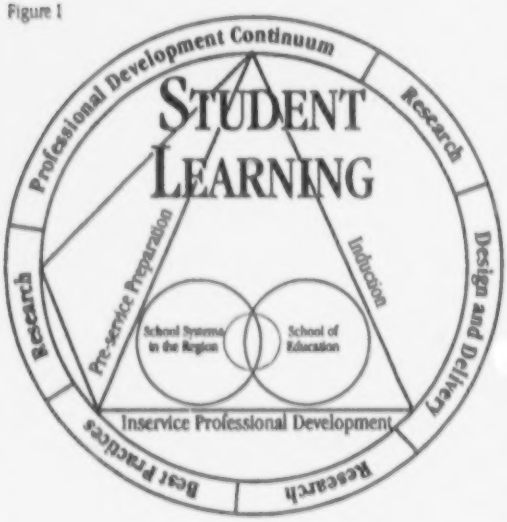
The schematic in Figure 1 depicts the framework within which the key components of the program are implemented. Four domains are reflected in the schematic, which strengthen the key components: (1) professional development, (2) design and delivery, (3) best practices, and (4) research. The schematic is circular to depict continuous improvement. Achievement of public school students is the focal point, and research is the domain that influences the key components and other domains.

Figure 1



Outcomes

The implementation of second-year goals and objectives involved the collaboration of many partners. Activities in the elementary schools focused on preservice preparation, inservice education, professional development, and collaborative research. In the middle and secondary schools, the focus was preservice preparation, induction, integration of technology, and collaborative research.

The faculties at Jeralds and Ferguson-Easley Elementary Schools hosted 19 teacher interns in 1998–99. While assigned to their respective schools, the interns engaged with university faculty and public school teachers, who voluntarily contributed to and significantly supported the interns' professional development. Master teachers demonstrated lessons and best practices both in and outside the classroom. University faculty provided inservice workshops, professional development seminars, and a graduate course for teachers and instructional support personnel in classroom management and successful instructional techniques. Action-research projects, a natural outgrowth of collaborative efforts, were initiated at each site. For example, at one site, partners evaluated the effectiveness of one-on-one tutoring.

Middle school partners supervised the clinical experiences of 8 teacher interns and codirected the early field experiences of 15 preservice teachers. The School of Education provided professional development experiences for both preservice and inservice teachers in classroom management and successful instructional techniques.

Additionally, at the Reid Ross Middle School, to expose their students to the realities of the classroom and to help link theory and practice, five middle-grades university faculty conducted classes in classroom management and methods of teaching social studies, mathematics, science, and language arts, for two consecutive semesters. Preservice teachers tutored students and participated in classes on methods of teaching.

The secondary school's participation was not immediately energized. Although the school welcomed preservice students for field experiences, internal changes stymied partnership efforts and school participation. The School of Education provided technical assistance in development of the school as a mathematics and science academy (a theme that had been initiated before the school became a PDS in the partnership). Also, the School of Education's technology specialist conducted a series of workshops on Microsoft PowerPoint and Microsoft Word. Sixty-two teachers participated.

In summary, the collaborative activities resulted in the following outcomes:

- Increased involvement of university faculty at partnership school sites, supervising teacher interns, teaching courses, delivering professional development sessions, initiating action-research projects, and enhancing the collaborative atmosphere.
- Input from public school partners on the restructuring of undergraduate and graduate programs.
- Participation of four university faculty members in a joint initiative on diversity, cosponsored by Fayetteville State University and the University Center for International Studies, The University of North Carolina at Chapel Hill. Targeted personnel were educators from the Cumberland County Public Schools. Presentations by School of Education faculty concentrated on historical perspectives and cultural and ethnic issues related to the Native American, African-American, and West Indian students in the public schools.
- Successful involvement of 10 university faculty at four PDSs, which resulted in expansion of the program to two more schools. This involvement included teaching professional education methods courses and conducting preservice and inservice workshops.
- Identification of university faculty to coordinate the elementary and middle school PDSs. Coordinators visited partnership schools regularly and scheduled and planned seminars with interns, clinical teachers, and principals. They also consulted with principals. Roughly 50 percent of the coordinators' time was spent on PDS issues.
- Program promotion in the partnership schools and throughout the School of Education. The elementary school coordinator authored a brochure (*Elementary Professional Development Schools*) outlining partnership successes and highlighting the shared benefits of the partnership. The middle school coordinator published and distributed a newsletter entitled *S.U.C.C.E.S.S.* (*Students Using Communication and Collaboration to Enhance Success*), which extolled the

efforts of partnership teachers, university faculty, and the participating preservice teachers. These publications were used for program recruitment as well as for dissemination of information.

- Provision of professional development opportunities for interns and partnership teachers, including attendance and presentations at professional conferences. One team (a university faculty member, a partnership school administrator, and two teacher interns) made a presentation entitled *University-School Teacher Education Partnership: Preparing for the Future* at "Partnerships for Excellence in Education," North Carolina's second annual Education Partnership Conference, in April 1999. Another team (university faculty and elementary and middle school teachers) presented *Professional Development Schools: Lessons Learned* at the annual meeting of the North Carolina Teacher Education Forum in September 1998.
- Involvement of the following key personnel in the partnership effort: (1) school site coordinators, (2) partnership teachers, (3) the clinical supervisor of teacher education, and (4) teacher interns.

  School site coordinators were identified in each of the participating PDSs. Each was responsible for overall coordination of site-based activities related to the PDS's partnership with the university, including placements, training, induction, seminars, and collaborative research. School site coordinators were not expected to supervise teacher interns. They served as an administrative and logistical link between the PDS and the university. Each coordinator was compensated $800 per semester.

  Partnership teachers are career professionals committed to excellence and quality for all learners. They have been trained as mentors and also have completed Effective Schools training as required by their district. Their number varied from site to site, depending on the number of teacher interns assigned to the particular school. They mentored, instructed, and developed teacher interns. They were compensated at the rate of $200 per semester.

  The clinical supervisor of teacher education, a full-time university faculty member, was responsible for coaching and mentoring partnership teachers in effective practice in learning-centered supervision. In collaboration with the partnership teacher, the clinical supervisor monitored the continuing development of the teacher intern. She also provided assistance with and analysis of instructional methods and strategies appropriate for the assigned grade level.

  Teacher interns are preservice teachers eligible for student teaching who have been approved by the director of teacher education. They participate in supervised internship experiences that attempt to meet the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). Additionally they participate in seminars and professional development and other initiatives in the participating schools. Twenty-seven elementary and middle school preservice teachers did internships in the partnership schools during 1998–99. No interns were assigned to the high school in 1998–99.
- Provision of continuing professional development to teachers on integrating technology into their classroom teaching. In 1998–99 the technology specialist made his services available to two elementary schools, two middle schools, and one high school.

Lessons Learned

Each year, partnership participants learn important lessons and gain fresh experiences. Following are critical lessons learned in the second year of implementation:

- Preparation for preservice teachers should not be limited to university classroom experiences.
- Retraining and retooling of university faculty must be systemic in nature.
- Teacher interns benefit greatly from extended high-quality experience in the classroom before and during their internship.
- Increased planning between university faculty and partnership teachers must occur in order to maximize the learning experiences of all teacher interns.
- University-school partnerships and PDSs are labor-intensive. They require sustained involvement of personnel and continuing financial support.
- Implementation of a PDS at the high school level is very challenging, more so than at the elementary or middle school level.

To date, three cohorts (groups) of teacher interns have participated in the professional development initiative. Summative evaluations were conducted with them as they exited the program. Following are examples of their comments:

> Cohort 1: "Overall, the PDS experience was a useful learning experience. I learned so much that will make my transition into my own classroom much easier. It was hard work, but worth it."
>
> Cohort 2: "The intern experience at Jeralds Elementary School proved to be very rewarding. I particularly enjoyed the extra time spent with the students prior to beginning the actual teaching."
>
> Cohort 3: "The PDS experience was a positive experience for me. This system of internships brings reality to the intern in a way that I do not think occurs in the 'traditional' student teaching. We were able to start on the ground floor, and the students accepted us from the start. The first-day jitters were taken care of before we actually had to plan any classes. The accessibility of the cooperating and supervising teachers was also a benefit. There was never a time that I felt that I could not approach my cooperating teacher or the clinical supervisor. This may well have happened in a traditional internship, but I believe that being part of the PDS internship program made me feel like part of a team. I knew where to go for answers and I knew that I would not be turned away."

It is apparent to all that there is value in this model of preservice training and preparation.

Promising Teaching and Learning Practices

Following are two examples of promising practices of the PDS initiative:

- Teacher interns have numerous opportunities for professional development. They participate in staff development with their partnership teachers. Additionally, they have opportunities to attend statewide conferences. On their return, interns present information garnered while attending conference sessions (workshops, seminars, etc.). An intern from cohort 3 referred to the experience as "getting a taste of reality."
- Two of the partnership's elementary PDSs are low-performing schools, and many of the children are socioeconomically and academically challenged. However, the interns overwhelmingly have endorsed these schools as an excellent proving ground for potential teachers. To continue to place, support, and demonstrate excellence in teaching in such locations can only sharpen the skills of preservice teachers while preparing them for problems found in almost any school.

Future Directions

The PDSs provide a well-defined basis for other partnership initiatives. A continued emphasis will be on early and continuous clinical experiences; enhanced field-based research; professional training and development of university faculty and partnership teachers and administrators; and recruitment of a diverse population of preservice teachers. Ultimately the goal is to improve the quality of teacher and administrator preparation through rigorous entry and program standards and a relevant array of real-life experiences.

Several themes will provide a focus for future efforts:

- Expanded partnerships
- Defined leadership roles
- Evaluation and dissemination
- Shared governance
- Technology applications

Sustained success of the PDS initiative will depend in part on identification of someone to be responsible for coordinating the University-School Teacher Education Partnership based at FSU.

Profile of USTEP Based at Fayetteville State University

SCHOOLS	
Number of school districts involved in partnership	1
Number and types of schools involved in partnership:	
Elementary	3
Middle	1
Secondary	1
Student enrollment in schools involved in partnership	3,248
Number of teachers in partnership schools involved in partnership activities	183
Number of nationally certified cooperating/clinical teachers in partnership schools	0
UNIVERSITIES	
Number of education faculty (overall)	12
Number of education faculty involved in partnership	10
Number of arts and science faculty involved in partnership	6
Number and level of graduates who completed teacher education program in 1998–99	
Undergraduate	98
Graduate	55

North Carolina Agricultural and Technical State University

In partnership with Alamance-Burlington and Guilford County Schools

Highlights of 1998–99

- Four more schools joined the partnership, bringing the total to 16.
- Nearly two-thirds of the seniors in teacher education participated in a yearlong internship.
- Two public school teachers on leave from Guilford County completed their first year as "clinical faculty," monitoring preservice students' field experiences and helping plan school curriculum.
- Several public school teachers made presentations and conducted demonstrations in university methods classes.
- Two partnership schools initiated programs to improve student achievement.
- The partnership helped schools organize special events to meet their particular needs—for example, recognition ceremonies and preparatory sessions for standardized tests.
- Partnership recruitment efforts drew more than 600 middle and high school students to the campus of North Carolina Agricultural and Technical State University.

Overview

The University-School Teacher Education Partnership based at North Carolina Agricultural and Technical State University (NC A&T) is a collaboration between the university and 16 Alamance-Burlington and Guilford County public schools designated as professional development schools (PDSs): 9 elementary (Bessemer, Brown Summit, Eastlawn, Erwin, Grove Park, Hampton, Sternberger, Sumner, and Washington); 3 middle (Eastern Guilford, Lincoln, and Southern Alamance), and 4 high (Dudley, Eastern Guilford, Northeast, and Williams). Major emphasis is given to increasing learning and achievement by all students, to integrating technology into instruction, and to addressing issues arising from the diversity of student populations.

All the activities of the partnership are governed by a coordinating council, which consists of representatives from each partnership school, the teacher education program, the partnership school districts, and the community.

Numerous enhancements and innovations occurred in the 1998–99 academic year. The partnership increased school membership by four, implemented new videoconferencing technology, initiated a "clinical faculty" component (which involved public school teachers monitoring preservice students' field experiences and helping plan school curriculum), and strengthened support services to partnership schools. Via the latter, the university bolstered its recruitment and marketing efforts, bringing more than 600 middle and high school students to the campus for various PDS activities.

Key Components

The partnership works to achieve its goals through six components: (1) preservice field experiences, (2) action research, (3) faculty exchanges, (4) faculty development, (5) clinical faculty, and (6) support services.

Second-Year Objectives

The partnership identified 11 objectives for 1998–99:

- To implement the second stage of the clinical model of teacher education
- To continue to develop and enhance faculty exchanges by using clinical faculty to develop and promote exchange activities between public school teachers and professors
- To conduct quarterly meetings of the coordinating council
- To conduct, at a minimum, two meetings of the governing board
- To design professional development activities for preservice teachers, inservice teachers, and university faculty, as needed
- To continue participation in state, regional, and national meetings as determined by the coordinating council
- To continue development of a working relationship with the partnership based at The University of North Carolina at Greensboro that will complement the efforts of each partnership in the participating school districts
- To develop collaboration between the public schools and all university divisions that will enhance and promote the use of technology in teaching
- To develop and maintain a recruitment process for partnership districts and schools
- To facilitate research activities in the partnership
- To develop a plan to influence school district and university policy

Implementation Strategy

The coordinating council is the major governing arm of the partnership. Cochaired by the School of Education's PDS coordinator and a public school representative, the council uses seven major committees to address problems and issues. These committees, which consist of representatives from NC A&T's teacher education

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program and each PDS, meet monthly, or as required. The committees and their areas of concern are as follows:

- The Preservice Field Experiences Committee focuses on development of field experiences, including the student teaching internship. This committee addresses placement, required hours, and general description of field experiences.
- The Curriculum Committee focuses on collaborative curriculum development, identifying resources (current curriculum materials, for instruction and assessment) to be used.
- The Research/Inquiry Committee identifies and directs collaborative research projects for the partnership.
- The Faculty Development Committee focuses on conferences, workshops, and other inservice activities that might interest partnership members. Specifically, the committee leads the efforts of partnership members to attend and present collaboratively at conferences. Additionally, the committee seeks guest speakers for the partnership.
- The Finance Committee makes decisions related to funds available to the partnership. It promotes in-kind services and is a joint reviewer of all proposals submitted by the partnership to outside sources or received by the partnership from constituent organizations or individuals.
- The Technology Committee is responsible for acquisition of the most appropriate technologies to enhance teaching and learning, and for training in the use of them.
- The Grantsmanship Committee focuses on ways to obtain outside funding for the partnership. It is the focal point for the partnership's proposal-writing activities.

Successes of Key Components

The 1998–99 school year was a very productive period of cooperative planning and implementation of five of the six key components, as follows. Only one component, faculty exchanges, did not flourish.

Preservice Field Experiences

A yearlong internship was successfully instituted, with 61 percent of seniors in teacher education remaining in the same school or classroom for their methods course and their student teaching assignment. (The yearlong internship is operationally defined as a 60-hour methods field experience followed by student teaching in the same classroom or school.)

The preservice field experiences component had a ripple effect on the university campus as well as in the public school environment. It energized many activities simply because of the interaction of the university student with the public school teacher.

Action Research

With $3,000 grants from the partnership, two partnership schools implemented programs based on findings from educational research. Both programs sought to reduce behaviors hampering student achievement.

At Lincoln Middle School the aim was to curtail discipline problems and raise student achievement. The first step was to provide Lincoln Middle personnel and university faculty with professional development in cooperative discipline. In addition, university faculty developed and presented strategies to combat Lincoln Middle's increasing discipline problems. As a result of the training, Lincoln Middle, in cooperation with the partnership, developed the Lincoln Hornet Academy, a mentoring program designed to assist students who were labeled "at risk." The academy set out a planned schedule of activities that each participant had to complete. The activities focused on self-development.

Dudley High School initiated a leadership institute, whose mission was "to increase students' positive involvement through enhancing student programming with technology, effective communication, leadership training, and peer-on-peer accountability." This has become an ongoing event and now is in its second year. The 100 student participants in 1998–99 were representative of every class, every student organization, and every sports team in the school, and 15 community organizations. Focusing on the theme "Preparing Tomorrow's Leaders Today," the institute involved Dudley's students in extensive leadership training, from following parliamentary procedure and preparing effective presentations to conducting meetings properly and successfully. In addition, the program emphasized the use of effective communication skills. Because of the emphasis on technology as a tool for effective communication, the students' use of computers, the Internet, and graphics in the media center and computer labs dramatically increased. In addition, students effectively and confidently used PowerPoint software to enhance their projects in English, history, science, and mathematics. The results of these activities were increased cooperative assignments among teachers and a greater interest among students vying to become a part of the institute.

Faculty Development

The faculty development component operates on the premise that all constituents of the partnership should participate in professional development as participants or consultants. Several university faculty and public school teachers shared their expertise in the achievement of this component:

- A university professor of reading coordinated the Reading Is Fundamental (RIF) distribution at Washington Elementary School.
- Guilford County's 1998 Teacher of the Year, an English teacher at Dudley High School, shared survival skills for beginning teachers with preservice students in a methods class.
- Three fourth-grade teachers from Brown Summit Elementary School presented Guilford County's new writing benchmarks to the elementary education methods class. They also discussed strategies for implementing the benchmarks, which incorporate varying types of writing across curriculum areas.
- A clinical faculty member used the same benchmarks to teach narrative writing to fourth graders at Erwin and Washington Elementary Schools.

- A social studies teacher at Williams High School spent 14 days in Germany and England helping supervise seven student teachers. The experience not only benefited the student teachers but provided the teacher with valuable exposure to use in her classroom and her school. She also shared the information in subsequent partnership activities.

Clinical Faculty

Two public school teachers on leave from the Guilford County Schools completed their first year of involvement in the PDS program. These clinical faculty monitored preservice students' early field experiences in the PDSs. Additionally they were heavily involved in curriculum planning in the schools to ensure a high degree of congruency between the curriculum of the teacher education program and the curricula of the schools. Serving as a liaison between the public schools and the partnership, clinical faculty helped develop and maintain professional rapport between the university and its elementary, middle, and secondary school partners. Also, because clinical faculty were frequently in the public schools, they were able to detect the distinct needs of the schools and to design special activities to meet those needs.

An evaluation was conducted each semester to ascertain the effectiveness of the clinical faculty component. Student interns participated in an exit seminar; school and university personnel held formal conferences and completed written evaluations. Both sources revealed that the clinical faculty positively affected other key components of the partnership.

Support Services

Throughout the school year, the partnership assisted partnership schools in producing programs to meet their needs. For example:

- Alamance-Burlington Schools' ProTeam/Teacher Cadet visit to the NC A&T campus: This was a day of orientation to college life for 115 eighth- and twelfth-grade students participating in two teacher-recruitment programs. University student leaders facilitated sessions on development of the total student, and university faculty explained college admission requirements and application procedures.
- Dudley High School's Awards Banquet and Leadership Institute cookout: These end-of-the-year activities took place on the university campus.
- Dudley High School's High Schools That Work testing: These sessions were held in the auditorium of the School of Education building.
- Northeast High School's fall and spring sessions to help juniors and seniors prepare for the Scholastic Aptitude Test: These sessions were held in an NC A&T campus facility.

Several resources of the university were made available to partnership schools, among them workshops, consultation, mentoring, computer technology, and library privileges.

Outcomes

As PDSs emerge across the nation as centers of best or promising practices in the preparation of educators, the partnership has moved into the foreground of PDSs and will become one of the nation's leaders in this effort.

Involvement with 16 schools in two school districts has resulted in positive outcomes for the partnership. These outcomes are evident in schools, administrative levels of the school districts, central administrative levels of the university, and the faculties of the teacher education licensure areas. Reflecting the successes of all the components of the partnership, they can be summarized under the categories of inquiry and reflection, diversity, flexible and innovative organizational structure, curriculum, clinical experiences, and best practice. An explanation of each category follows.

Inquiry and Reflection

Members of the partnership are involved in systematic, collaborative, and continuous inquiry and reflection about teaching and learning. Educators are engaged in disciplined consideration of and discourse about professional standards and practice. Further, they are committed to a knowledge base founded on research.

Diversity

The partnership has respect and appreciation for diversity and the understanding that all learners bring to their work. Through its own diversity, the partnership gives rigorous attention to individual learning styles, multicultural issues, and curricula that enhance the self-worth of groups of people. Participants demonstrate a caring attitude toward one another that joins them in a system to serve all children, families, and society effectively. The partnership embraces the concept of full-service schools by realistically addressing the needs of students in today's society.

Flexible and Innovative Organizational Structure

The partnership has created a new organization in which governance and decision making are shared. There is parity, mutual trust, and mutual respect, resulting in collective ownership of the enterprise.

Curriculum

The teacher education curriculum seeks to reflect excited students talking with enthusiastic teachers about important issues. Its central intellectual purpose exemplifies a commitment to equal access to knowledge and information. All the active components of the PDS, including the faculties of the public schools, teacher education, arts and sciences, business, technology, and agriculture, contribute to this.

Clinical Experiences

Clinical experiences are a vital component of the initial and continuing development of professional educators. The partner-

ship has collaboratively identified and developed personnel to coordinate and implement the complex components leading to exemplary clinical experiences. Both the university and the schools have enough qualified, committed faculty to support extensive, high-quality clinical experiences at the school site. Further, the partnership addresses the need for quality induction-year experience by working within the programs of the school districts to support beginning teachers and teachers new to the districts.

Best Practice

The partnership subscribes to and can demonstrate the following essential elements of best practice pertaining to the behavior and the development of learners:

- There is appropriate planning for the curriculum and learning environment.
- Students are actively involved in learning in diverse instructional arrangements with an emphasis on individual and small-group work.
- There is evidence of integrated curriculum, a wide range of instructional resources, and a variety of authentic assessment techniques.
- There is continual effort to provide opportunities for students to develop skills in critical thinking, problem solving, information literacy, and social competency.
- Learner ideas are encouraged, respected, and used.
- Educators demonstrate enthusiasm for teaching and learning and show evidence of commitment to the profession.
- Faculty and staff interact with students and other adults in a positive manner.
- Educators manage the school and classroom environment, curriculum, and student behavior in a positive way that supports self-discipline in a community of learners. Classroom and school activities are directed in a comfortable yet orderly manner.
- Practice reflects equal access to knowledge and the belief that all can learn.

Lessons Learned

There has been much discussion of bridging the cultures of the university and the public schools. From the interactions of the members of the coordinating council, who include people at the vice-chancellor and associate-superintendent levels, partnership personnel have concluded that they must look at the two cultures in the same light as they view diversity in the general society. That is, each culture must make a concerted effort to understand and interact with the other, rather than the two cultures making massive efforts to bridge the distance between them. Students must understand that the university and the school will each retain their identity as they interact with the other.

An important lesson of the last year is that parity and mutual respect among partners must be in place and be viable for other actions to follow. The partnership has learned to invest in the talents and the expertise of its partners. Without a doubt this has been a catalyst for progress.

Many students have commented that the real world of teaching is markedly different from their courses and their short stint in student teaching. Beyond the early field experiences, the year-long internship is the single program element that gives preservice students more than a glimpse of the work-a-day classroom.

Future Directions

Having learned that parity and mutual respect are keystones to collaboration, the partnership sees its charge as moving from a critical mass in each school and licensure area to the whole faculties of the participating schools and the university. It must make a concerted effort to develop in each culture a better understanding of the other culture.

From this understanding, the partnership will strengthen the components of faculty exchange and clinical experiences. Through these components in particular, the partnership can ease preservice students' transition into the real world of teaching and reduce attrition.

Partnership personnel expect the success and the stability of the clinical faculty component to generate new and renewed interest in the concept of clinical teacher education.

It is envisioned that the action-research and faculty development components will be enhanced with advocates for such in the public schools.

Profile of USTEP Based at North Carolina Agricultural and Technical State University

SCHOOLS	
Number of school districts involved in partnership	2
Number and types of schools involved in partnership:	
Elementary	10
Middle	5
Secondary	4
Student enrollment in schools involved in partnership	12,671
Number of teachers in partnership schools involved in partnership activities	100
Number of nationally certified cooperating/clinical teachers in partnership schools	4
UNIVERSITIES	
Number of education faculty (overall)	67
Number of education faculty involved in partnership	30
Number of arts and science faculty involved in partnership	18
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	41
Secondary	77
% Minority	95

North Carolina Central University

In partnership with Durham and Piedmont Technical Community Colleges, and Durham Public, Franklin County, Person County, Wake County, Warren County, and Weldon City Schools

Highlights of 1998–99

- Twenty-two students piloted a yearlong internship in two professional development schools, engaging in more substantive field experiences than previously available.
- Four university faculty members spent up to half of their time in three professional development schools, supervising interns, training and supporting cooperating teachers and teacher-mentors, facilitating instruction in classrooms, and acting as liaisons between the university and the schools.
- More than 200 partnership faculty members participated in extensive professional development activities, on such topics as middle school achievement, clinical supervision and mentoring, visual impairments and mobility, cooperative discipline, and cognitively guided instruction.
- Partners designed a program to support teachers seeking certification by the National Board for Professional Teaching Standards.
- Six partnership school teachers and administrators taught on-site methods courses and senior seminars, and co-taught campus-based courses in special education and other areas.
- The partnership expanded to include Durham and Piedmont Technical Community Colleges and Weldon City Schools.
- Partners participated in proposal writing that led to more than $4 million in funds to support teacher training, recruitment, scholarships, and curriculum redesign over a five-year period.
- The teacher education program adopted North Carolina State University's clinical supervision model for cooperating teachers, clinical supervisors, and mentor teachers by incorporating two three-hour courses in the new master's degree program in elementary teacher education.

Overview

The Central Carolina University-School Teacher Education Partnership was established in June 1997, bringing together North Carolina Central University (NCCU) and five public school partners: Durham Public, Franklin County, Person County, Wake Public, and Warren County Schools. The goals were (1) to improve teaching and learning for an increasingly diverse student population; (2) to provide and support a continuum of professional development for university, preservice, and inservice educators; and (3) to engage the community as active participants in the educational process.

For much of the first year, the partnership focused on planning, building relationships and structures, and piloting selected components of its plan. Specifically the year's work included training faculty members and selected teachers in the clinical supervision model developed by North Carolina State University, and building and refining collaborative working relationships with school-based educators. Teachers began to share the clinical supervision role traditionally filled by university faculty members, to co-teach methods courses and senior seminars, and to assist in redesigning preservice courses.

In addition, the first year saw initiation of a school-based action-research agenda and establishment and operation of three professional development schools (PDSs).

In its second year, the partnership continued to build on the national dialogue about "tomorrow's schools of education" and on lessons learned in the North Carolina partnerships, site visits to other partnerships, and its own first-year experiences. In addition, the work focused on improving K–12 teaching and learning through action research, professional development, and support for new teachers. Finally, partnership personnel devoted considerable time and attention to ensuring the alignment of specific initiatives with state and national standards (those of the Interstate New Teacher Assessment and Support Consortium, the National Board for Professional Teaching Standards, the National Council for Accreditation of Teacher Education, and others) and to addressing the major challenges identified during the first year.

Second-Year Goals

The partnership's second-year goals were essentially the same as the first-year goals:

- To attract talented people to teaching and to the professions that support teaching
- To implement a continuum of professional development, including redesigned preservice preparation, induction, and continuing professional development
- To demonstrate appropriate approaches for involving parents and the community in the continuing professional development of teachers and the improvement of the teaching profession
- To establish PDSs as models for demonstrating promising practices across the entire spectrum of the educator's development
- To use technology to facilitate communication among partners, establish problem-solving circles, and resolve dilemmas associated with student achievement
- To develop and recommend policy initiatives and changes that support better teaching and enhance teaching as a profession

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- To support research directed at improving teaching and learning

Although the goals remained the same for the first two years, the emphases in the second year included refining and scaling up major initiatives begun in the first year, and acquiring resources to support the implementation plans around those goals. For example, the partnership planned for and submitted three proposals to the U.S. Department of Education under Title II of the Higher Education Act. The TechTeach Initiative, responding to the Preparing Tomorrow's Teachers to Use Technology request for proposals, supports the second and fifth goals just stated. This initiative was designed to improve teaching and learning by preparing teacher education faculty members and preservice teachers to integrate content knowledge, higher-level uses of technology (visualization, simulation, and interactive Web pages), and experientially and culturally based strategies for teaching complex concepts and skills in elementary and middle-grades mathematics and sciences. This initiative was funded for $1.2 million, starting in fall 1999 and extending over the next three years (depending on Congressional budget reauthorization).

The second proposal, for a project entitled Teaching Matters, Quality Counts, was developed in support of the first, second, third, fourth, and seventh goals stated earlier. It provides for the establishment of a Center for the Elimination of Achievement Discrepancies, scholarships for promising teacher education candidates, professional development and recruitment initiatives in partnership with Durham and Piedmont Technical Community Colleges, and extensive collaboration between NCCU education and arts and science faculty members in improving the content knowledge and the teaching skills of preservice and inservice teachers. This initiative was funded for about $3 million, starting in fall 1999 and extending over the next five years (again, depending on Congressional budget reauthorization).

Finally, the partnership submitted a recruitment proposal in support of the first goal stated earlier. This proposal was not funded.

With a relatively small teacher education faculty, competing interests of public school partners, and historically very little financial support and institutional rewards for faculty or teacher involvement in school partnerships, the acquisition of additional resources was crucial to the partnership's ability to continue working toward its rather ambitious goals.

Key Components

The partnership's key components are essentially the same as its goals:

- Recruitment and selection of prospective teachers
- Establishment of PDSs, and other expansions of school-based and clinical practice
- Redesign of preservice education curricula
- Induction of and support for beginning education professionals
- Use of technology to address problems in teaching and learning
- Establishment of a cohesive, coordinated system of continuing professional growth for both public school and university personnel
- Development and support of policy initiatives to support teacher development and further development of teaching as a profession
- Identification and dissemination of promising practices

Implementation Strategies

The partnership relies largely on its governing bodies to facilitate the work necessary to accomplish its goals. The dean of the NCCU School of Education chairs a 33-member policy board composed of university, school, community college, and community representatives. The board meets annually to establish direction, assess progress, and set policy. A second level of governance, the planning team, carries out the more detailed activity of developing and implementing work plans. This team is composed of individual planning teams from each of the partnership districts and the three PDSs. At the partnership level, the planning team meets at least twice a year to identify and prioritize needs that can best be addressed through the partnership and to identify human and financial resources. At the school or school district level, committees consisting of teachers, administrators, university faculty members, and university staff form as needed around specific initiatives.

Much of the work of the partnership continues to be done within the context of the three PDSs—two elementary schools (Pearsontown and C. C. Spaulding in Durham Public Schools, and one school for the visually impaired (Governor Morehead School for the Blind, in Wake County). Although PDSs, like other partnership initiatives, come under the governance of the policy board, the operation of the PDSs is largely the responsibility of site-based steering committees. Each PDS has a university and a school liaison who manage and facilitate communication between the school and the university and who play major roles in PDS operations (e.g., intern supervision, new teacher support, mentor training, curriculum redesign, and teaching of on-site preservice courses). Four faculty members spend up to half of their time in the PDSs.

In addition to its governance bodies and the PDS–centered activities, the partnership employs other strategies, as follows:

- Academic-year and summer training institutes for cooperating teachers and mentors
- Action research supported by minigrants to teachers and university faculty members
- Involvement of first-semester senior interns in direct instruction of low-performing students and in focused interaction with parents
- Participation in state and national conferences
- Active participation in the North Carolina Model Clinical Teaching Consortium and the Model Clinical Teaching Program based at North Carolina State University

Outcomes

Accomplishments in the second year included the following:

- Thirty-eight low-performing African-American students in the

Pearsontown PDS were involved in a small research project designed to determine if direct instruction in a Saturday Academy would result in increased learning. PDS interns provided individual tutoring, small-group instruction, and activities for students and their parents. Ninety-two percent of the students posted gains in mathematics, and 87 percent posted gains in reading scores averaging 5.64 points. The positive results of this project led the PDS to repeat and attempt to institutionalize this activity.

- A wide range of professional development opportunities resulted in increased learning among cooperating and inservice teachers as indicated by evaluations of the individual activities. NCCU provided professional development opportunities for its school partners that included course offerings through the Model Clinical Teacher Consortium at two community college campuses; mentor teacher training; mentor counselor training; middle-school team training through the Middle School Achievement Model Project; technology training through an action-research project; and workshops, seminars, and graduate course work through the Visual Impairment Training Program and the Community Partners Program in Behavioral and Emotional Disabilities.
- In a "difficult but successful" professional development model, a group of parents from Pearsontown Elementary submitted and received funding for an action-research project designed to determine if hands-on technology training of teachers and student interns would result in increased and better use of technology to support teaching and learning. The parent technology group provided a session for all teachers and teacher assistants in the PDS to expose them to some of the philosophical considerations in using the Internet in schools and to some basic technology skills. Four two-hour sessions focused on curriculum-based research topics. In evaluations of the activity, 73 percent of the teachers who participated said that they would incorporate some of the training materials into their instruction.
- The partnership successfully increased involvement and equity in decision making among school partners as indicated by their extensive participation in planning and applying for funding to support key initiatives. Collaborative grant-seeking initiatives resulted in the award of more than $4 million to support teacher education program reform and school partnerships over the next five years.
- Arts and science faculty members and education methods instructors continued to collaborate in revising curriculum through a $22,952 grant from Project NOVA (NASA Opportunities for Visionary Academics). The project resulted in the design and the piloting of an integrated mathematics, science, and technology course for elementary teacher education majors.
- Communication between and among the PDSs and the university was greatly enhanced by the use of E-mail and on-site liaisons, addressing one of the major challenges noted during the first year.
- The National Boards Support Program (designed to assist teachers seeking board certification) is just getting under way. So is a schoolwide literacy assessment at South Elementary School in Person County.

Lessons Learned

Three important lessons from the second-year experience stand out among all the others. The first has to do with "approaches for involving parents and the community in the continuing professional development of teachers" (the third goal stated earlier). The parent technology committee at Pearsontown Elementary School launched a faculty and intern professional development activity that participants rated as extremely useful and well organized. The majority of participants indicated that the training will help them do a better job and that they will incorporate training activities into their work. Although merging the cultures of a university, a school, and the community is difficult, this activity speaks to the potential contribution that such mergers can make to public education. Parents, as designers and trainers in this activity, demonstrated that they have valuable expertise in key areas of concern and need in the public schools, that they can apply democratic principles in decision making, and that they can and should be viewed as equal partners in all aspects of their children's education.

A second major lesson learned during the second year is the value of equity in decision making among university, school, and community partners. Collaborative decision making across institutional boundaries is both challenging and time-consuming. Yet it is essential to the successful launching of authentic and sustainable partnerships. The very process of collaboration helps break down barriers by clarifying goals, identifying common interests, and instilling trust among partners. Equity in the process ensures maximum use of human and financial resources. Perhaps most important, it ensures that partnership activities accrue to the common benefit of partners.

A third lesson is the potential effect of well-prepared preservice interns on the academic achievement of K–12 students when those interns are treated as colleagues within the school community and given meaningful roles and responsibilities. Such was the case with the Pearsontown Saturday Academy and the success of the academy's targeted low-performing African-American students.

Future Directions

One of the major challenges of the partnership continues to be financial and human resources and the equitable sharing of those resources among the partners. The successful collaboration on several grants during the second year has helped increase various partners' knowledge about the availability of resources and will shape future discussions on this matter. The partnership's policy board will address this issue at its next meeting.

Another major focus in the coming year will be candidate assessment and the effect of interns and new teachers on achievement of K–12 students. The partnership will devote considerable effort to developing a comprehensive plan for assessing preservice teachers' competencies at various stages in their preparation. For example, the TechTeach Initiative provides for live portfolio presentations at the end of the junior year, before a panel of students, university faculty members, and public school partners. The panel then will make a recommendation to the teacher education program regarding the candidate's proficiency in integrating content knowledge, pedagogy, and technology. Other candidate-assessment measures will include examination of student work and live and videotaped observations of candidates' first-year teaching.

A third focus will be the junior-year field experience. The revised field experience program, which was piloted this year, will be refined on the basis of lessons learned. For example, one lesson was that attaching field experiences to some specific courses was not feasible, given that preservice teachers were not enrolled in those courses as distinct groups. In addition, many of the college's students are part-time. An academic-year project in the public schools would make implementation more practical, both for nontraditional students who may not be enrolled in the full professional-studies course sequence and for traditional students who are not yet sequenced as current program plans recommend.

Fourth, the partnership will focus on fully integrating its new partners, including the two community colleges. Two people will be hired part-time to teach an on-site course, Orientation to Teaching, for community college students who plan to transfer into the teacher education program at NCCU, and to act as liaisons between the community college and the university in recruitment, scholarship, and research initiatives under the Teaching Matters, Quality Counts project. The partnership also will establish Learning Plus laboratories at both community colleges to assist potential transfer students in preparing for the teacher education program's entrance examination, Praxis I (part of the Educational Testing Service's test that replaced the National Teacher Examination).

Recruitment will be a major focus of the third year, in that the partnership has a goal of doubling enrollment in the teacher education program over the next three to five years. Scholarships, made possible by recent grants, will be offered to promising candidates.

Technology to support teaching and learning also will be a major focus. The TechTeach initiative will provide intensive, project-oriented professional development for university faculty members and teachers to ensure their proficiency in integrating technology, constructive teaching strategies, and deep content into the preservice teacher education program. Faculty and teacher teams will learn how to develop and use computer-based visualizations and interactive Web-based activities to teach complex concepts in elementary and middle-grades mathematics and science. Additional professional development experiences will be provided through partnerships with the University of Virginia Curry School of Education, Southeast Regional Visions for Education (SERVE). In these partnerships, faculty members will align preservice courses with national and international technology competencies and identify where within the preparation program those competencies are taught and demonstrated. Finally, preservice students will be required to demonstrate higher levels of competency in the use of technology to support teaching and learning.

The partnership will continue to refine and expand its research agenda through its minigrants for action research and through the Center for the Elimination of Achievement Discrepancies, which is under development. The center will involve higher education institutions, preservice students, public school partners, business partners, and the community in research directed at closing the academic performance gaps between Caucasian and non-Caucasian students at both the K–12 and the higher education level.

Profile of USTEP Based at North Carolina Central University

SCHOOLS	
Number of school districts involved in partnership	6
Number and types of schools involved in partnership:	
Elementary	5
Middle	3
Secondary	4
Other	1
Student enrollment in schools involved in partnership	5,200
Number of teachers in partnership schools involved in partnership activities	60
Number of nationally certified cooperating/clinical teachers in partnership schools	INP

UNIVERSITIES	
Number of education faculty (overall)	44
Number of education faculty involved in partnership	20
Number of arts and science faculty involved in partnership	INP
Number and level of graduates who completed teacher education program in 1998–99	INP

INP = Information not provided

North Carolina State University

in partnership with Franklin, Johnston, and Wake County Schools

Highlights of 1998–99

- Five more schools in the participating districts became partnership schools.
- The partnership streamlined membership on its governance council to include six high-level administrators from the constituent organizations and the partnership coordinator.
- The partnership acquired additional financial resources from the participating school districts to achieve partnership goals.
- The partnership organized the state University-School Teacher Education Partnership conference, "Partnerships for Excellence in Education," in April 1999, at the North Raleigh Hilton. The conference offered teachers in partnership schools opportunities for professional development through attendance and presentation.
- The partnership hired a half-time program assistant to provide secretarial and accounting support.

Overview

The University-School Teacher Education Partnership based at North Carolina State University (N.C. State), called Triangle East Partners in Education, includes Franklin, Johnston, and Wake County Schools, in addition to the university. The partnership's goals for the first year were practical, for the most part. The partnership established an office and a governance council; continued N.C. State's work with Cary High School, begun before the partnership; and identified additional partnership schools. Further, it identified school personnel already trained to be mentors, who also had experience with preservice teachers, to serve as clinical faculty; supported the professional development of career teachers; and identified and provided stipends for university faculty who served as university-school liaisons and schoolteachers who served as site coordinators for the partnership schools.

In the second year, the partnership provided professional development for teachers and university faculty through workshops, support for travel, and opportunities to share experiences at conferences. Experienced mentor teachers taught courses at N.C. State, supervised field experiences, and served as guest speakers in college classes. Further, the partnership began working with the five new partnership schools: Bunn and Cedar Creek Middle Schools in Franklin County, Smithfield-Selma High School in Johnston County, and Apex High and Martin Middle Schools in Wake County (in the latter two schools, the science departments only). The coordinator and the assistant coordinator visited these five schools, made presentations to their faculties, and secured support from each school's administration and faculty.

The second year was one of intense efforts directed at organization, implementation, and evaluation. It culminated in May with a thorough review of the partnership by an external evaluator, who visited schools, interviewed teachers, and met with deans and faculty of N.C. State's College of Education and Psychology. His visit resulted in a comprehensive report.

Second-Year Goals

Following are the partnership's goals. The partnership tried to address each one during its second year.

- To revise the preparation of preservice teachers for middle and secondary schools through increased interaction among partnership schools and the university
- To provide support for the induction of initially licensed teachers into the professional community
- To design and implement a comprehensive program of opportunities for the professional development of educators
- To implement effective communication strategies and collaboration opportunities within the partnership
- To provide opportunities for school and university collaborators to conduct school-based research that informs decision making and classroom practice
- To provide the resources essential for creating a culture of success based on high expectations
- To disseminate information concerning the successes of the partnership in order to foster a positive perception of the teaching profession

During the second year, the partnership focused on two particular goals: to implement effective communication strategies and collaboration opportunities and to disseminate information concerning the successes of the partnership. The purpose was to buttress the preparation of preservice teachers and to support initially licensed and veteran teachers in order to improve student achievement.

Key Components

The key components of the partnership are the university, the six partnership schools, and the partnership's governance council. Six university faculty members serve as liaisons between N.C. State and the six schools, aiding the schools in implementing their individual objectives. The partnership's coordinator, assistant coordinator, and administrative assistant oversee the operations of the partnership as a unified entity. At the district level, central office administrators provide links between the university and the districts by developing and offering mentor training

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programs to the teachers at the partnership schools. Also, they encourage the partnership schools to be actively involved in N.C. State's Model Clinical Teaching Network. At the individual school level, classroom teachers serve as site coordinators, for which they receive stipends and funds for professional development. Each site coordinator organizes committees that serve the needs of the school. The site coordinators and committee chairs make up Partnership Implementation Teams, or "PIT Crews." These members represent a wide array of subject matters: mathematics, science, English, social studies, health occupations, exceptional children, leadership, program development, curriculum, and instruction.

The partnership's governance council consists of seven members: the dean and an associate dean of the College of Education and Psychology and the senior vice-provost for academic affairs, representing the university; two superintendents and one associate superintendent, representing the school districts; and the partnership coordinator.

Implementation Strategy

Once the structure of the partnership was in place, the university and the partnership schools began to focus on the goals for the second year. To foster a collaborative spirit, the partnership hosted monthly meetings of the coordinating council (the day-to-day decision-making group that works under the aegis of the governance council) for the purpose of planning strategies and sharing successes, problems, and concerns. School site coordinators, university faculty liaisons, the partnership coordinator, the assistant coordinator, the administrative assistant, other involved faculty, and members of the university administration attended regularly, further reinforcing the trusting, caring, and open relationship among constituents. Initially, some members of both the public school and the university community feared that the partnership would demand too much commitment of time and effort. However, school and university personnel have gradually demonstrated commitment, as evidenced by their increased willingness to participate in partnership committees, inservice opportunities, and student-centered activities.

Partnership schools' PIT Crews consist of various committees that address the unique needs of each school—for example, communication; teachers new to the profession or to the school; professional development; and student/parent/community involvement. These committees meet independently and report to the larger group during monthly PIT Crew meetings at the schools. The coordinator, the assistant coordinator, and/or the faculty liaison serve as advisers to the PIT Crew members and assist them in planning and implementing activities. The coordinator, the assistant coordinator, and the faculty liaisons also attend the PIT Crews' monthly meetings.

Outcomes

Goal 1: To revise the preparation of preservice teachers for middle and secondary schools through increased interaction among partnership schools and the university

N.C. State's preservice field experiences begin in the sophomore year. For example, at Apex High School in 1998–99, an N.C. State faculty member taught Introduction to Teaching Math and Science, and, at Cary High School, a school faculty member taught Introduction to Teaching Humanities and Social Sciences. (These are sophomore-level courses required of all teacher education candidates in the mathematics and science and humanities and social science programs.)

During the junior year, all preservice teachers take Tutoring Adolescents. In 1998–99 the partnership's assistant coordinator taught this course and placed about 45 of her 75 preservice students in partnership schools as tutors.

As seniors, two groups of student teachers benefited from program revisions that the partnership made possible. The first group was at Apex High School, where an N.C. State faculty member taught the physical science methods class on site, and her students continued at the school, making a seamless transition into their student teaching. The cooperating science teachers at Apex High School formed a cohort that served as a support team for the student teachers as they rotated among all the cooperating teachers. The student teachers had the opportunity to observe a variety of teaching styles as well as experience different science classes and a diverse population of students. Such a framework ultimately resulted in greater and better learning for the preservice teachers.

At Martin Middle School, the second group of student teachers, under the direction of university faculty members, taught with both mathematics and science teachers whenever possible. (To encourage integration of middle school mathematics and science curricula, the state now requires mathematics and science teachers at the middle school level to acquire dual licensure.)

Goal 2: To provide support for the induction of initially licensed teachers into the professional community

In support of initially licensed teachers, the partnership formed an alliance with N.C. State's Model Clinical Teaching Program. The director of that program represents it on the partnership's coordinating council. In keeping with theory and research on adult learning and developmental supervision, the partnership supported activities ranging from a Beginning Teacher Institute at Cary High School to on-site orientations and monthly seminars at the other schools, attended by cadres of teachers new to the profession or new to the school. At Apex High School, initially licensed teachers worked with student teachers and their cooperating teachers, and that resulted in growth for both the student teachers and the initially licensed teachers. To free mentors and initially licensed teachers for valuable conferencing time, the partnership's assistant coordinator substituted for them.

Goal 3: To design and implement a comprehensive program of opportunities for the professional development of educators

In his evaluation of the partnership, the external evaluator noted that the partnership needed to focus on a more comprehensive program of professional development that would benefit both university and school faculties. Most of the professional development efforts in 1998–99 were ad hoc and based on the needs of individual schools. Although not comprehensive in nature, each program had value to its constituents. The activities were designed to lead to greater achievement by public school students, improved experience for preservice teachers, and continued professional growth for initially licensed and veteran teachers. For example, there were half-day planning and goal-setting sessions at Smithfield-Selma High School and Bunn and Cedar Creek Middle Schools, a technology workshop for Cary High School at SAS Institute, and a Cooperating Teacher Institute cosponsored by the partnership, the Model Clinical Teaching Program, and Wake County Public Schools.

Partnership school and university faculty members also attended national conferences as both delegates and speakers. Two such conferences were the University of Louisville Professional Development Schools Conference and the Annual Holmes Partnership Conference. Further, in April 1999 the partnership hosted the state conference, "Partnerships for Excellence in Education" (a gathering of representatives from all 15 University-School Teacher Education Partnerships). This conference focused on three strands: practices, issues, and research. Again, faculty from both the university and the partnership schools attended the conference as delegates and presenters.

Goal 4: To implement effective communication strategies and collaboration opportunities within the partnership

The partnership fostered an atmosphere of open communication among the schools and the university. The monthly meetings of the governance council were well attended by both school and university personnel. That attested to a positive attitude and enthusiasm among partnership participants. Efforts to keep the lines of communication open ranged from the informal to the formal. Frequent phone calls, E-mails, and faxes facilitated day-to-day operations. The assistant coordinator was instrumental in fostering efficient communication.

The Model Clinical Teaching Program is dedicated to accelerating the growth of beginners as teachers, reducing the high rate at which beginners leave the profession, and broadening the base of competent, experienced teachers. Because University-School Teacher Education Partnerships also are committed to serving pre- and in-service teachers, joining forces to work toward common goals seemed a natural progression for the two initiatives. An ongoing vehicle for communication was *Connections*, the Model Clinical Teaching Program's newsletter that reported news not only of the N.C. State partnership but also of other partnerships—for example, that of North Carolina Central University. Members of the Model Clinical Teaching Network received copies of *Connections* at the biannual meetings. All faculty members of the N.C. State partnership schools received copies as well.

Another vehicle for communication, the partnership's Web site (www2.ncsu.edu/ncsu/cep/partners), was functional in 1998–99. However, it did not serve the partnership as well as it might have.

Goal 5: To provide opportunities for school and university collaborators to conduct school-based research that informs decision making and classroom practice

In his evaluation the external evaluator noted "limited evidence of school-based collaborative research." The most significant research, entitled Science Teacher Education and Mentoring, or STEAM, was conducted at Apex High School under the direction of a university faculty member. In February 1998, eight Apex High teachers volunteered to be members of a project team along with a professional facilitator, a research consultant, an N.C. State science education faculty member, and two seniors in science education. The goals of the research project were to develop and implement an on-site methods class for the physical sciences, to identify and develop a cadre of teachers to mentor teaching interns, to provide instructional support for entry-year and other nontenured science teachers, and to develop a collaborative community for the continuing development of teachers across all levels of professional experience. A series of meetings ensued that focused on the purpose of an undergraduate-level science teacher education program; the role of inservice teachers in an undergraduate science teacher education program; the roles of cooperating teachers, teaching interns, and university supervisors in the development of prospective teachers; and finally, the uses of methods courses and the coordination required between university and school faculty to develop and implement classroom-based methods courses. The research consultant gathered data from the high school students, the university teaching interns, and the cooperating teachers using surveys, interviews, and live and videotaped observation of the classroom-based methods course. Results showed that the high school students and the cooperating teachers felt the greatest benefit. The teaching interns indicated that balancing the preparation for the actual science class and the demands of the methods course was difficult. This research resulted in two papers that were presented at state and national conferences: *Examining a Novice Teacher's Professional Development in the Context of a School-University Partnership* and *Our Class: Developing a School/University Partnership in a High School Classroom*. The findings were so positive that the partnership has continued to implement the methods course at Apex High.

Goal 6: To provide the resources essential for creating a culture of success based on high expectations

Among the goals of the partnership, this one is quite broad. However, the partners value a commitment to students, to one another, and to excellence that leads to growth, development, and scholarship in a learning atmosphere that respects diversity, demands integrity, and ensures equity. Consequently the

partnership has high expectations. Perhaps the most significant accomplishment in the second year was the ImPack Conference held at Cary High School. The goal of the conference was to make the partnership more visible and to encourage more dialogue among the students and the faculties of both the university and the school. After two school days of guest speakers drawn from the university faculty, the conference culminated on a teacher workday. About 1,200 high school students voluntarily returned to school that day to attend concurrent sessions of their choice. Most of the guest speakers and session speakers were professors from N.C. State colleges other than the College of Education and Psychology. This represented increased involvement of the arts and sciences. Students were drawn to an array of topics that ranged from dream interpretation to fiction writing to ecology and the environment. Such an exchange engendered a positive perception of school partnerships and of the teaching profession in general.

Although the partnership's state funding and its contributions from Franklin, Johnston, and Wake Counties are earmarked for many purposes, they make opportunities such as this possible.

Goal 7: To disseminate information concerning the successes of the partnership in order to foster a positive perception of the teaching profession

As mentioned earlier, the Model Clinical Teaching Program's newsletter, *Connections*, reported on the partnership's development and achievements. In addition, the *Raleigh News & Observer* and *Cary News* were generous in their coverage. The *Raleigh News & Observer* reported on the early partnership between N.C. State and Cary High School and featured the current partnership as a multisystem collaboration. *Cary News* covered the ImPack Conference at Cary High School (described earlier) and also gave the history of the relationship between N.C. State and Cary High School.

Presentations at state and national conferences by university and school faculty, already mentioned, have bolstered the image of partnerships and the teaching profession. They also have enabled partnership personnel to share experiences and ideas. Perhaps the most significant event that increased the credibility of partnerships was "Partnerships for Excellence in Education," the April 1999 conference, also mentioned earlier. Approximately 250 educators from across the state, many of whom belonged to various North Carolina University-School Teacher Education Partnerships, attended the two-day conference. That number is indicative of the need among educators to share noteworthy accomplishments. Both school and university members of partnerships recognized the importance of continuing the dialogue and learning from one another's successes and failures. The public perception of public schools and teacher education programs improves when it becomes evident that schools, universities, and students all benefit from strong partnerships.

Lessons Learned

From their collective reflection and from the valuable feedback that the external evaluator provided, partnership personnel learned valuable lessons that will guide the partnership as it grows and strives to fulfill its mission and goals. For one, partnership personnel learned that more preservice activity needs to occur in Franklin and Johnston Counties. Lack of transportation for university students and the increased demands on university faculty's time hampered efforts in 1998–99 to place more preservice teachers in these two districts.

Another lesson, which can be easily resolved, is the need for more documentation of developing trends. This need not be the result of formal research but might come from informal observations.

As noted by the external evaluator, the partnership's goals are ambitious, given the available resources. The lesson learned here is that the partnership can function in a meaningful way with a modest budget but it needs more resources to implement more comprehensive plans.

Partnership personnel also learned that they must plan more comprehensive programs of professional development. Although each school has its unique needs, professional development encompasses growth that transcends the boundaries of individual school buildings. For example, staff development that centers on instructional technology, effective proposal writing, multiple teaching strategies, and diverse student populations would benefit all partnership schools.

Furthermore, the partnership must encourage formal, school-based research. Action-research projects driven by the needs of students and faculty in the partnership schools can provide valuable data. For example, in fall 1999 at Martin Middle School, a graduate student began studying students' conceptual understanding of multiplication of whole numbers.

Finally, the partnership acknowledged the need for a plan whereby university faculty's service to the schools would count toward promotion and tenure. A reconceptualization of the definition of service, from service to the university to service to the schools, needs to be considered. Whether the school service comes in the form of teaching a class for a quarter, substituting for a teacher or an administrator on medical leave, or coaching initially licensed teachers and their mentors, it goes largely unrecognized and unrewarded.

Future Directions

The end of the second year and the beginning of the third year have been exciting times for the partnership. It has seen the newly identified schools embrace the philosophy of university-school partnerships and imagine possibilities previously thought to be impossible.

Because of a modest carry-over budget, the partnership is making minigrants available to individual schools to fund projects in keeping with the partnership goals. In addition, several partnership schools have taken the initiative to find more funding and have requested inservice workshops on proposal writing.

Another direction that the partnership is taking is to encourage faculty in the new and veteran schools to continue to be active in state and national conferences. Plans are under way for school faculty members to attend the University of South Carolina National Professional Development Schools Conference in March 2000, as both delegates and presenters. Such conferences enable teachers to showcase the valuable partnership work for which they are largely responsible.

The partnership is making efforts to communicate and collaborate with other partnerships, especially that of North Carolina Central University. The Model Clinical Teaching Program is the logical liaison between N.C. State and North Carolina Central.

Another exciting development for the partnership is the opening of the Centennial Middle School in fall 2000. In all likelihood that school will become another key component of the partnership and will afford N.C. State students a unique venue for preservice activities.

Finally, the partnership is aware that the issue of accountability touches all participants. A move toward assessing the impact of preservice teaching on student learning or achievement is imminent. The partnership has not begun to develop strategies for such assessment, but its collective consciousness has been raised. The ultimate goal is to serve the needs of the students of North Carolina Public Schools.

Profile of USTEP Based at North Carolina State University

SCHOOLS	
Number of school districts involved in partnership	3
Number and types of schools involved in partnership:	
Middle	3
Secondary	6
Student enrollment in schools involved in partnership	8,013
Number of teachers in partnership schools involved in partnership activities	229
Number of nationally certified cooperating/clinical teachers in partnership schools	14

UNIVERSITIES	
Number of education faculty (overall):	
Full-time	42
Part-time	40
Number of education faculty involved in partnership	8
Number of arts and science faculty involved in partnership	INP
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	4
Middle	28
Secondary	89
Other	71
% Minority	INP

INP = Information not provided

The University of North Carolina at Asheville

in partnership with Asheville City, Buncombe County, and Henderson County Schools

Highlights of 1998–99

- A new program called Asheville-to-Asheville Mentoring expanded the experience of preservice teachers and helped high school students prepare for college.
- A Teacher Cadet Program was established in an inner-city high school to recruit a diversity of students into the teaching profession.
- A team of education and arts and science faculty and public school teachers in various subject areas took the content-area examinations of Praxis II (part of the Educational Testing Service test that replaced the National Teacher Examination) and analyzed the examinations to understand better what is required of prospective teachers.
- Retreats for review and revision of teacher preparation curricula began involving education, arts and science, and clinical (cooperating) teachers.
- More faculty and clinical teachers participated in team-teaching.
- Field experiences for preservice teachers were extended and diversified—for example, by introducing a yearlong internship.
- Initially licensed teachers received support through workshops, socials, and seminars; and university faculty and clinical teachers took on expanded roles in mentoring beginning teachers and teachers new to the district.
- The partnership collected data regarding attitudes toward and needs for professional development from teachers and administrators in all the partnership schools and from education faculty at the university.
- All cooperating teachers received training in clinical supervision and mentoring.
- Grants were awarded for action research by UNCA faculty and clinical teachers.

Overview

The University-School Teacher Education Partnership at Asheville is a collaborative effort among The University of North Carolina at Asheville (UNCA) and three surrounding school districts—Asheville City, Buncombe County, and Henderson County. Formalized in 1998, the partnership grew from the university's long-term commitment to serve regional schools and from the Model Clinical Teaching Program based at UNCA since 1988. The partnership has been endorsed by the chancellor, the vice-chancellor of academic affairs, UNCA faculty, preservice teachers, area superintendents, administrators, and teachers. Implementation is based on the active collaboration of a steering committee, an executive committee, and several large subcommittees representing all partner institutions and community leaders.

During 1997–98 the partnership held retreats to explore ideas, plan activities, and develop time lines. Members of the steering committee visited other such partnerships in North Carolina and Virginia. Subcommittees met and developed a two-year work plan for initial preparation, induction, and professional development. University students trained through the partnership as tutors worked with a diversity of at-risk students in area schools. Workshops for initially licensed teachers were planned, and three master teachers trained as clinical teachers through the partnership were selected by education faculty members to teach methods courses in UNCA's Department of Education in 1998–99.

Second-Year Goals

In keeping with the conviction of the UNCA Department of Education that every child in the public school has a right to teachers who are knowledgeable, skillful, and caring, the partnership's core areas of focus for the second year were as follows:

- Sharing responsibility among the partners for initial preparation, induction, and professional development of teachers
- Attracting and preparing a diversity of candidates for the teaching profession
- Improving the preparation of teachers to be effective with a diversity of students
- Expanding and strengthening induction and career development opportunities for teachers

The specific goals focused on the development of a formal partnership:

- To develop a shared commitment to improving the initial preparation of teachers and the quality of teaching in the schools
- To ensure the continuance of high-quality undergraduate preservice education by restructuring licensure programs and aligning them with state and national standards
- To attract, recruit, and retain a diversity of high-quality candidates for teacher education based on academic background and ability to work with children
- To develop a support network for initially licensed teachers that focuses on professional growth
- To establish a telecommunication system to support all initially licensed teachers in area schools
- To expand the partnership's knowledge base to include definitions of key terms, data on model staff development

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programs, research on staff development, and research on using technology to enhance teaching and learning

- To survey partnership districts and UNCA faculty regarding their professional development needs and to assess the capacity of participants to meet those needs
- To establish a formal professional development plan for all teachers who supervise student teachers
- To identify resources that will enable teachers, professors, preservice teachers, and students to (1) attend national conferences and (2) engage in collaborative research

Key Components

The key components of the partnership are (1) an executive committee (the chair of the Education Department, the codirectors of the partnership, and the partnership assistant), which meets weekly; (2) a steering committee consisting of 28 members (education, arts and science, and clinical faculty from the university, the vice-chancellor of academic affairs, preservice teachers, business leaders, policy makers, community members, and K–12 partners), which meets monthly; and (3) three subcommittees, which meet monthly, (a) one addressing initial preparation, consisting of 15 members (school administrators, clinical teachers, initially licensed teachers, student teachers, central office personnel from the partnership districts, and education and arts and science faculty from the university); (b) one addressing induction of beginning teachers, consisting of 13 members (initially licensed teachers, teachers certified by the National Board for Professional Teaching Standards, central office personnel, a beginning teacher specialist from the Buncombe County Schools, the Buncombe County Teacher of the Year, education and arts and science faculty, and a North Carolina Association of Educators representative; and (c) one addressing continuing professional development, consisting of 17 members (school administrators, clinical teachers, teachers, central office personnel, education and arts and science faculty, community members, and policy makers).

Implementation Strategies

Partnership activities in 1998–99 focused on exploring the partnership concept, developing new relationships involving shared responsibilities, improving communication among all members, and implementing activities to improve the initial preparation of preservice teachers, the induction of new teachers into the schools, and the continuing professional development of UNCA faculty and public school teachers. The frequency of requests to education and arts and science faculty from initially licensed teachers, career teachers, and administrators, for assistance, classroom visits, consultation, tutoring, and the like, increased considerably because of better communication among partnership members. University collaboration with the partnership schools also accelerated, with appeals for assistance in teaching or co-teaching methods classes, presenting workshops on campus for education and arts and science faculty, etc.

Specific organizational actions taken were as follows:

- Each subcommittee met monthly to plan and develop strategies (sponsoring workshops, conducting surveys, aligning curricula, etc.) to fulfill the goals and objectives identified in the partnership plan.
- Individual members and subcommittees carried out plans according to the established timeline.
- Executive committee members met weekly to review progress toward fulfillment of the proposed goals and objectives, to discuss budgetary matters, and to plan future steering committee meetings.
- Steering committee members met monthly to receive reports of progress from each subcommittee chair, to discuss and plan future activities, and to review and revise the original goals and objectives.

Outcomes

In 1998–99, the first year of funding, the partnership realized the following outcomes:

Goal 1: To develop a shared commitment to improving the initial preparation of teachers and the quality of teaching in the schools

Members of the steering committee met off campus for a two-day summer retreat to develop a theoretical framework for the partnership, including a mission statement that defines goals and objectives to be addressed over the next year. The informal, neutral setting of the retreat provided the environment needed to build relationships and trust among all participants.

After the retreat, the executive committee made follow-up visits to superintendents and administrators to discuss common concerns, such as the effect of a new yearlong internship for student teachers, put into place during the 1998–99 school year, on end-of-course tests and teacher accountability. The partners agreed that, in the first semester of the yearlong internship, preservice teachers would spend some time tutoring and co-teaching with the classroom teacher. They further agreed that to diversify field experiences, students would observe, tutor, and teach at several grade levels, with different cooperating teachers, and with different populations of students.

In reflecting on the success of the partnership in changing how teachers are prepared, one teacher commented, "It will take a while to mesh the two cultures [schools and university], but now we have a new relationship and ways to work together." Teachers and administrators both agreed that the partnership's agenda had been created by the school and university partners, rather than being predetermined by the university; and that there had been substantial change in working relationships among schools and UNCA faculty.

Goal 2: To ensure the continuance of high-quality undergraduate preservice education by restructuring licensure programs and aligning them with state and national standards

Teams representing the education, arts and science (seven members representing the mathematics, social studies, literature, art, science, and foreign language departments), and clinical faculty (eight public school teachers from the academic areas just identified) met in a spring 1999 retreat to review the current curriculum and discuss potential revisions. Members of these teams also took the content-area examinations of Praxis II (part of the new test for teachers developed by the Educational Testing Service to replace the National Teacher Examination) in their areas of academic expertise and analyzed the examinations to understand better what is required of education students. Education faculty presented the professional standards set forth by the National Council for Accreditation of Teacher Education and those required for approval by the North Carolina Department of Public Instruction (both achieved by the UNCA Department of Education), to the subcommittee on initial preparation. This provoked discussion about improving programs and aligning them better with recognized standards.

Workshops were held for students preparing for certification in education, on such topics as managing the classroom, working with the diverse needs of students in the classroom, and achieving passing scores on the Praxis II content-area examinations.

The Partners in Learning tutoring program involves training preservice teachers to work with at-risk students in Asheville Middle School for an entire school year. In 1997–98 this program resulted in a substantial increase in the performance of the 40 participating students and allowed the preservice teachers to hone their teaching skills. During 1998–99 the program was expanded to include three more middle schools and one elementary school. One teacher commented, "The real need of the student may not have been the reading itself but, more likely, self-esteem or attention, and that need was met when the tutor worked with him." That teacher thanked the coordinator of the tutoring program for allowing UNCA students to be a part of the school's attempt to "meet this need in our student's lives." Another teacher shared a similar view: "The students liked the personal attention, and it motivated them to work harder and achieve more."

Goal 3: To attract, recruit, and retain a diversity of high-quality candidates for teacher education based on academic background and ability to work with children

The partnership initiated several programs that demonstrate shared action between UNCA and partnership schools to recruit and retain teacher education candidates. The Teacher Cadet Program, a course specifically designed for able high school seniors who show interest in becoming teachers, was created by Asheville High School teachers and UNCA education faculty. Teachers and education faculty were trained through the successful Teacher Cadet Program in South Carolina and received materials to implement the program at Asheville High with a companion course on the UNCA campus. Eight students were involved in this course during spring 1999, attending classes at Asheville High and UNCA and working in area schools.

In another new program, Asheville-to-Asheville Mentoring, 14 UNCA preservice teachers mentored 25 high school students who had come through the aforementioned Partners in Learning tutoring program and who planned to attend higher education institutions. The high school students worked with their mentors on creating portfolios of their high school achievements, and they learned to research universities and colleges on the Internet, using facilities on the UNCA campus. Students also were on campus frequently, attending sporting events, using the library, and becoming familiar and comfortable in the university setting. One teacher in the high school wrote, "Jennifer [a UNCA preservice teacher] organized and conducted much of the Asheville-to-Asheville Mentoring program. The student whom she mentored plans to attend UNCA as a direct result of Jennifer's concern, effort, and time. I'd like to clone Jennifer!" Another Asheville High teacher related that the mentors had a "strong desire to make a difference." A final teacher comment: "Jeromy [a high school student] has become much less withdrawn. Jason [Jeromy's tutor] has an unusually clear understanding of the learning process and knows how to cut straight through to where the child is and build from there."

Some of these students qualified in middle school to apply for the Legislative College Opportunity Grant Program. This program, which provides a scholarship to UNCA covering tuition, fees, and books, requires that an applying middle-grades student (1) be the first in his or her family who will attend college, (2) show financial need, and (3) agree to enroll in high school courses that meet minimum requirements of the UNC Board of Governors. Through the partnership, applicants are supported throughout the process of applying and being admitted to UNCA.

Partners in Learning (see Goal 2) involved 55 students and gave about 25 preservice teachers the opportunity to learn through hands-on experience with the kinds of students they will be teaching. These tutors were selected through an application process, and they attended extensive training sessions before beginning to work with students in the middle school. It is hoped that many of these students will elect teaching as a profession because of their continuing contact with university students who are studying to become teachers.

Other recruitment efforts resulted in the creation of brochures for each licensure program and a Web site providing information about the Department of Education (http://www.unca.edu/education).

Goal 4: To develop a support network for initially licensed teachers that focuses on professional growth

To expand mentoring from initial preparation to induction, current university faculty and clinical teachers nominated 13 more teachers to become clinical teachers, bringing the total to 22. Six clinical teachers also served on the partnership's induction subcommittee, two as cochairs. A seminar was held each semester during the 1998–99 school year, jointly to train cooperating teachers and university faculty as mentors.

A support team organized through the partnership provided initially licensed teachers with formal and informal guidance through mentoring, workshops on preparing for performance-based licensure, social activities, and ongoing communication

(e.g., by E-mail). In addition, at the request of two partnership school districts, two all-day Saturday orientation workshops were provided by the induction subcommittee for first-year teachers who had been hired after the first student day of school. About 50 teachers (including some second- and third-year teachers who opted to participate) attended the two workshops, which were jointly funded by the partnership and the two school districts. Sessions covered such topics as managing the classroom, working with parents, managing stress, using the Internet in the classroom, and building classroom Web pages. Members of the induction subcommittee worked with appropriate personnel in the three partnership school districts to train mentors/clinical teachers and to pair them with initially licensed teachers.

Goal 5: To establish a telecommunication system to support all initially licensed teachers in area schools

A member of the induction subcommittee established a bulletin board on the Internet to disseminate information to initially licensed teachers, mentors, clinical teachers, university faculty, and others. This approach proved to be ineffective, however, because most initially licensed teachers did not have access to the Internet or time to take advantage of the service. Further, most new teachers were not able to use what they had learned in the technology workshops presented by the induction subcommittee members because adequate technology for E-mail connection was not available in their schools. The subcommittee is searching for ways to improve teachers' access to this valuable teaching tool. A database of first-, second-, and third-year teachers was established with the assistance of the partnership school districts. About 60 initially licensed teachers participated in various workshops provided by clinical teachers and the induction subcommittee. They continue to consult with both education and arts and science faculty (through either written invitations or informal phone and E-mail requests) on best practices.

Goal 6: To expand the partnership's knowledge base to include definitions of key terms, data on model staff development programs, research on staff development, and research on using technology to enhance teaching and learning

A professional development survey conducted in March 1999 identified areas of interest for professional development. In conjunction with the survey, the subcommittee reviewed best practices in professional development as described in current literature. A school district member of the partnership provided an overview of the National Humanities Center's Professional Development Initiative (funded by the Kenan Foundation), which funds projects to draw faculty in the arts, humanities, and social sciences into closer relationships with colleagues in the university and public school settings. One of the partnership schools, North Buncombe Middle, became involved in this project along with a UNCA Literature Department faculty member, to pursue similar academic interests and concentrate on new ways to engage students in literature studies.

Goal 7: To survey partnership districts and UNCA faculty regarding their professional development needs and to assess the capacity of participants to meet those needs

The professional development survey, developed collaboratively by all members of the professional development subcommittee, was distributed by mail to teachers in 67 area schools. Letters were sent to principals, and contact was made by phone with each school before the surveys were mailed. Near the proposed return date, phone reminders were made. The outcome was a 72 percent return rate. The responses were categorized by grade level and academic area. The survey also included an inventory of technology capacity by school district. Some areas of need and possible solutions were identified, as follows:

Need	Solution
Assistance with integrating technology into the curriculum	Technology workshops on the teacher-teaching-teachers model, sponsored by UNCA and the public schools
Lack of sufficient funds in the public school for teachers to participate in, make presentations at, or even attend conferences in their academic areas for essential professional growth	Funds from the partnership and the public schools to partially offset conference expenses

Results were shared with local school districts and the entire partnership membership.

Goal 8: To establish a formal professional development plan for all teachers who supervise student teachers

Training in clinical supervision, along with a $200 stipend, library privileges, and membership in a state-of-the-art fitness center at UNCA, was provided to 40 cooperating teachers attending a training session. Plans for development of an extensive databank on the research interests of cooperating teachers, student teachers, and university supervisors were discussed at the training session but have not yet been formally established.

Goal 9: To identify resources that will enable teachers, professors, preservice teachers, and students to (1) attend national professional conferences and (2) engage in collaborative research

The professional development subcommittee researched and listed national and state conferences that paralleled teachers' requests tabulated in the survey results, and tentative registration fees (excluding lodging and travel). Plans were made to budget future funds to offset the cost of attendance.

A process by which university faculty, clinical teachers, and preservice teachers may apply for grants for action research was created. It resulted in the awarding of funds to a clinical teacher and an education faculty member to co-teach a fourth-grade class and a university methods class in an effort to improve the reading skills of elementary school students. This action-research collaboration was planned during summer 1999 and is

being implemented in the 1999–2000 school year. It includes the clinical teacher, the university methods faculty member, two student teachers, and the methods students, who will be placed in the school where the clinical teacher and UNCA faculty member are co-teaching.

Lessons Learned

Partners have learned several lessons:

- Clearly stated goals and objectives are necessary to keep efforts focused and gauge progress.
- Extraordinary effort and commitment of time by faculty, teachers, and administrators are required to make fundamental changes in preparing teachers. It was difficult to plan meetings, seminars, and retreats around the schedules of educators with many other commitments. Holding more meetings away from a busy campus with few available parking spaces will help. So will frequently moving the meeting places to various school districts to accommodate all partnership participants better.
- Continuous communication across all levels of the partnership is essential, but success depends on continued expansion of the network of teachers and faculty. Too few people in the schools and at the university seem to be doing most of the work, and many administrators and teachers are unaware of the benefits of participating in a university-school partnership. Better communication is needed to inform public school personnel and UNCA arts and science faculty about partnership activities and new roles and responsibilities, and to enable true collaboration and greater participation.
- Increased funding would free additional university and public school faculty to engage more actively in partnership activities. Release time is necessary for substantive involvement.

Future Directions

The partnership, although just getting under way in 1998–99, made important strides in changing roles and program structures at UNCA and in the public schools. Its vision for the future includes these endeavors:

- Redirecting campus resources to support the partnership, thus allowing for broader involvement of arts and science faculty in partnership planning and activities
- Generating additional school-based research through collaboration among all partners to examine and modify curriculum for improvement of instruction in both the public schools and teacher education programs
- Providing greater quality in preservice students' field experiences by extending their time in the schools and ensuring that they receive competent and caring mentoring from trained clinical teachers
- Researching the connection between theory and practice, and, more specifically, the linkage between teacher behavior and student performance

Profile of USTEP Based at The University of North Carolina at Asheville

SCHOOLS	
Number of school districts involved in partnership	3
Number and types of schools involved in partnership:	
Elementary	40
Middle	13
Secondary	12
Student enrollment in schools involved in partnership	39,380
Number of teachers in partnership schools involved in partnership activities	500
Number of nationally certified cooperating/clinical teachers in partnership schools	43

UNIVERSITIES	
Number of education faculty (overall)	11
Number of education faculty involved in partnership	11
Number of arts and science faculty involved in partnership	15
Number and level of graduates who completed teacher education program in 1998–99	
Elementary licensure	18
Middle School licensure	2
Secondary licensure	26
K-12 licensure	2
6-9, 9-12 licensure	2
Total	50

The University of North Carolina at Chapel Hill

In partnership with Chapel Hill–Carrboro City, Chatham County, Durham Public, and Orange County Schools

Highlights of 1998–99

- More than 205 preservice teachers and education graduate students received training in the four partnership districts.
- The partnership conducted three teacher-support groups for first-year elementary school teachers in the partnership districts.
- The clinical focus of the university's teacher education program increased by engaging more faculty and students in field-based instruction.
- The AmericaReads tutoring program continued in at least one school in each of the four partnership districts. More than 125 children who were experiencing reading difficulties participated in the program, along with more than 30 university work-study students.
- A partnership-wide project on high school literacy was initiated. Professional educators from the partnership districts along with faculty from both Duke University and The University of North Carolina at Chapel Hill worked together in planning a number of strategies related to improving high school literacy in the partnership districts.
- The partnership became involved in a self-study at one site, as part of a pilot-test of the proposed standards of the National Council for Accreditation of Teacher Education for professional development schools.
- As the result of a review, the policy board for the partnership's professional development schools modified its mode of operation and its governance structure. Each year the policy board will hold a miniconference at which site-specific as well as partnership-wide efforts will be shared with educators throughout the four districts. The policy board modified its governance structure, specifically creating a finance and governance committee that will serve in lieu of the policy board between the latter's meetings. New charges were given to each of the standing committees.

Overview

This was the second year of operation for the University-School Teacher Education Partnership based at Chapel Hill. It evolved from the Research Triangle Professional Development School Partnership (RTPDSP), which is a six-year contractual collaboration between UNC–CH and four school districts: Chapel Hill–Carrboro City Schools, Chatham County Schools, Durham Public Schools, and Orange County Schools. The partnership operates both site-specific and partnership-wide projects. The site-specific projects function largely to provide professional development activities for preservice and inservice educators. In 1997–98 the formal sites were one multischool site (the At-Risk/Dropout Prevention Program, part of the Chatham County Schools), two elementary schools (Forest View and Grady A. Brown), one middle school (McDougle), and one high school (Orange). In 1997–98 the three partnership-wide projects included preservice education of teachers, administrators, and counselors; the AmericaReads tutoring program for children in grades K–3; and support groups for new teachers.

In 1998–99 the partnership continued and elaborated on the site-specific and partnership-wide projects. Among new developments for this year were (1) addition of a High School Literacy Project to the partnership-wide projects; (2) completion of a self-study by the Chatham County At-Risk/Dropout Prevention Program; (3) completion of three partnership-supported student research projects and one partnership-supported faculty research project on professional development; (4) acceptance of 10 articles for publication in refereed professional journals; and (5) completion of four doctoral dissertations on various aspects of the partnership program.

Second-Year Goals

The goals of the partnership in its second year were as follows:

- To complete an initial draft of a master's degree program for experienced teachers
- To update the directory of community resources at the Chatham County professional development school (PDS)
- To implement a Central Office Administrators' Forum at the Chatham County PDS
- To develop and implement a Student Support Project at the Forest View PDS
- To expand the kindergarten literacy program at the Grady A. Brown PDS
- To continue the Collaborative Inquiry Partnerships (CIPs—study groups) at the McDougle PDS and to evaluate their impact
- To implement a unit on Russian literature in the world literature course at the Orange PDS
- To develop and implement a writing club for students at the Orange PDS

Key Components

The key components of this partnership are the site-specific and partnership-wide projects.

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Site-Specific Projects

In the Chatham County At-Risk/Dropout Prevention Program, the components included (1) Intercede-to-Succeed (ITS), a case management initiative that targeted first and second graders of low literacy; and (2) the Principals' and Central Office Administrators' Forums, which were concerned with data-based decision making related to programs for at-risk students.

At Forest View Elementary School, there were four initiatives: (1) teacher study groups, which conducted research and applied knowledge about best practices to topics of interest, including literacy, student support, mentoring, and preservice education; (2) the Centers of Exploration, a collaborative effort of specialist teachers (art, mathematics, music, etc.), who implemented an interdisciplinary, inquiry-based approach to learning about China; (3) the Student Support Project, which involved work on a conflict resolution curriculum, a buddy program, fifth-grade clubs, and a student patrol to welcome visitors to the school; and (4) the School Governance Committee, which focused on site-based decision making.

The initiatives at Grady A. Brown Elementary School focused on literacy. They included (1) the Kindergarten Screening Project, which assessed the literacy skills and needs of students entering kindergarten; (2) the Support Teachers Project, which trained parents, undergraduates, and graduate students to provide literacy-related tutoring to K–3 students; (3) the family involvement endeavor, which provided parents with materials and training to enhance their children's literacy skills; and (4) on-site courses for the continuing development of preservice teachers.

At McDougle Middle School, much of the partnership effort focused on the CIPs and preparation of preservice educators. Twelve CIPs conducted inquiry on professional development topics of interest: progression (students remaining with the same instructional team throughout their middle-school years), resiliency (the capacity to develop social, academic, and vocational competence despite exposure to stress), gender in education, the World Wide Web, middle-grades literature, physical activities for advisory group, inquiry-based instruction, promotion of fitness and healthy competition, certification by the National Board for Professional Teaching Standards, differentiation (the matching of instruction to the needs of various students), new teachers, and diverse student populations.

At Orange High School, a teacher induction program, teaching of English as a second language, teaching of creative writing, a biology curriculum on the Internet, and Slavic languages constituted the professional development efforts.

Partnership-Wide Projects

In addition to placement and training of preservice educators, partnership-wide activities included (1) the AmericaReads program, which trained and placed university work-study students as tutors in four elementary schools; (2) the support program for beginning teachers, which involved biweekly support groups providing teachers with opportunities for problem solving and peer support; (3) the High School Literacy Project, which addressed reading and literacy; and (4) the Chatham County At-Risk/Dropout Prevention Program, which continued pilot-testing the draft standards of the National Council for Accreditation of Teacher Education (NCATE) for PDSs.

Implementation Strategies

The main strategy for implementing site-specific projects was appointment of a public school coordinator, a university coordinator, and a steering committee at each site. The two coordinators and the steering committee are responsible for directing the efforts at a site.

The strategies for implementing partnership-wide projects varied project by project. For example, clinical experiences for preservice teachers were a collaborative effort among the assistant director for PDSs, a designated staff person in each district, university program faculty, and clinical instructors from each district. This group has the responsibility for selecting clinical placement sites, appointing cooperating teachers, selecting clinical instructors to serve as members of the university's instructional team, and evaluating the effect of clinical experiences.

For the partnership as a whole, a policy board representing stakeholders from public schools, the university, and the community is responsible for overall planning, implementation, and evaluation. In 1998–99 the policy board modified its governance structure, creating a Finance and Governance Committee to serve in its stead between meetings, and issuing new charges to its other standing committees (Research and Evaluation, Site Selection, and Curriculum).

Outcomes

Site-Specific Projects

Chatham County At-Risk/Dropout Prevention Program

The Chatham County PDS involved the entire school district in addressing the education of children at risk. The school district defined at-risk students as those with reading and writing skills below grade level. There were two major components to this PDS: the Principals' Forum and the early intervention and prevention programs. The outcomes of the Principals' Forum were as follows:

- Principals reviewed their practices on transitions from grade to grade, looked at what the literature suggested, and implemented new transition practices for at-risk students in an effort to support them more effectively.
- The forum provided principals with the opportunity to make collective decisions on transition and summer school.

In the early intervention and prevention programs, both supported by the Principals' Forum, PDS "interns" (education students doing field experiences) and "externs" (school psychology students doing a practicum) provided direct services to 30 ITS students. Five received social skills training, and benefits were extended to all their classmates through follow-up training, and practice, in the regular classroom setting. Interns and externs learned techniques for teaching social skills, mediation, anger management, coping, and problem solving. Further, they

worked with ITS staff, Chatham County Schools, and community agencies in preparing a second edition of the *Chatham County Schools and Community Resource Directory* and distributing it to Chatham County School administrators, resource staff, and the central office, and to every community agency listed, thus benefiting all students in the district. Thirty-three district-wide programs and services were listed in the directory, together with approximately 50 programs sponsored at individual schools. In addition, 25 programs and services from the surrounding community were included.

A preventive effort undertaken at the district level was projections of staffing needs relative to the number of at-risk students. Detailed projections were prepared for each principal at the seven ITS schools. A summary identifying at-risk students, and services available, also was prepared. Through this process, for the first time in Chatham County, all first and second graders at high or moderate risk were systematically identified.

Forest View Elementary School

At Forest View Elementary School, the partnership's goals and activities were evaluated. As noted earlier, the school undertook four projects: teacher study groups, Centers of Exploration, student support, and governance. The projects interfaced closely with the goals and objectives of the partnership. However, the products of these projects likely would have been much more worthwhile if more university faculty had been involved and adequate time had been built in to the school calendar for faculty and staff to plan, develop materials, and implement the various aspects of the projects.

A more detailed example of the types of projects conducted at Forest View during 1998–99 is the preservice teacher education effort. In this project a study group of student teachers from UNC–CH and their cooperating teachers explored issues related to best teaching practices for beginning teachers and best ways to provide clinical instruction and support for student teachers. This study group produced a detailed report and an evaluation of its activities for the year. Ten school faculty and staff members participated in this study group, along with one university faculty member. The group gave itself a rating of 9 (on a 10-point scale) on the extent to which it accomplished its goals and objectives for the year, and a rating of 9.5 on the usefulness or the significance of the outcomes it produced this year. Highlighted in the group's comments were the professional growth of the participating teachers and the quality of the contribution by the participating university faculty member. The group viewed members' sharing of ideas and practices as especially important. As a consequence of working together, the group reported, its members established a strong collegial relationship. These points were echoed by the seven teachers who evaluated this study group in the general evaluation of all the projects at Forest View PDS this year.

Grady A. Brown Elementary School

At the Grady A. Brown PDS, 107 kindergarten students were screened during the 1998–99 year. Kindergarten teachers reported that, because of the screening, children identified as at risk were evenly distributed across the classrooms. Incoming kindergartners and their families received improved take-home packets about literacy. Both parents and teachers expressed high satisfaction with the comprehensive, child-focused, and family-friendly information contained in the packets. Both groups described the packets as an effective means to introduce families to the school and to promote positive school-home communication.

McDougle Middle School

The McDougle PDS concentrated on three goals: professional development, renewal of the curriculum, and school-based research. This year 12 groups of faculty and staff from McDougle Middle School and UNC–CH worked together in CIPs studying questions related to the preceding goals. Also, an internal evaluation of the PDS was conducted to provide comprehensive information about the effectiveness of the CIP projects and about their outcomes.

Following are some conclusions about the impact of the CIPs:

- Overall, the CIP approach has merit. Although there was variability in the quality of work of the 12 CIPs, this approach to staff development and school-based research produced the desired result of improving the curriculum and teaching practices.
- The advantages of the CIP approach were teachers choosing professional development projects, in-depth pursuit of professional development topics, an active hands-on approach to topics as contrasted with a sit-and-listen approach, and use of colleagues as resources. Faculty and staff at the McDougle PDS overwhelmingly preferred the CIP approach to staff development over the traditional approach.
- The features that were key to the successful operation of the program were active support from the principal, and management of the program by a site coordinator with close ties to the UNC–CH faculty, staff, and graduate students who participated in the program.
- The major flaws in the CIP approach were lack of time to do the needed work and lack of enough UNC–CH faculty and staff to work with all the CIPs.

Orange High School

At Orange High School, the Slavic Language Department of UNC–CH worked with the high school faculty in planning and teaching a Russian literature unit to 150 tenth-grade students. Three advanced graduate students under the direction of a professor from the Slavic Language Department served as the instructors.

Partnership-Wide Projects

Placement and Training of Preservice Educators

Placement and training of preservice educators were the main components of partnership-wide PDS activities. (See Table 1 for the number of preservice teachers, administrators, and others involved as student teachers or interns in the partnership districts, and for the number of courses offered at various school sites.)

Table 1

Participation in Clinical Experiences, and Teaching of Courses at School Sites, 1998–99

	Number of Students
Pre-student-teaching	95
Student teaching	86
School counseling internships	12
School psychology internships	3
School social work internships	9
Educational leadership internships	4
	Number of Courses
Education courses taught at school sites	18

AmericaReads Program

Now in its third year at UNC–CH, the AmericaReads program trains and places university work-study students as tutors for children in grades K–3. The tutoring, which is one-on-one and consists of two 40-minute sessions per week, supplements classroom reading instruction. UNC–CH Literacy Studies faculty and the project coordinator provide tutor training throughout the school year. Six coach-mentors, all UNC–CH graduate students, supervise the tutors at the tutoring sites.

In 1998–99, thirty-seven tutors worked in four schools, one in each district: Carrboro Elementary in the Chapel Hill–Carrboro City Schools; Central Elementary in the Orange County Schools; North Chatham Elementary in the Chatham County Schools; and Parkwood Elementary in the Durham Public Schools. The initiative assisted approximately 125 children with about 5,000 hours of individual tutoring. AmericaReads had 37 tutors, all qualified for federal work-study grants.

Support Groups for First-Year Teachers

The first year of teaching can be especially difficult. To help beginning teachers during this tumultuous time, the partnership provided assistance through new-teacher consultation groups. Since 1996, fifteen groups, totaling 76 beginning elementary school teachers (27 in 1998–99), have participated in the biweekly meetings. The meetings are designed to provide teachers with opportunities to address current and future problems and obtain peer support. Two graduate students, one in school psychology and the other with elementary school teaching experience, facilitate each group.

In the 1998–99 academic year, almost all the new teachers reported that the groups were extremely helpful. A comment from one expressed the feelings of many: "This group helped new teachers find strategies to counteract the feelings of powerlessness that run rampant when confronting the 'real' educational system for the first time." Work with the new-teacher groups also prepared the graduate students to continue this kind of interaction with beginning teachers in their future roles as teacher educators and school psychologists.

High School Literacy Project

In 1998 the UNC–CH School of Education, in conjunction with partnership schools, began a project funded by the UNC General Administration. The goal was to address high school reading and literacy. During the 1998–99 school year, a team of UNC–CH and Duke University faculty, district administrators, and teachers from four area high schools (Chapel Hill, Jordan, Jordan Matthews, and Orange) set out to address school context and teacher preparation in relation to reading and literacy. Inquiry teams at each of the schools engaged in a yearlong qualitative research process, from which some important findings emerged:

- Many teachers appear to lack understanding of reading and writing problems (probably because they are not English teachers by training).
- Although students enjoy creative writing, they do less of it in high school than in middle school. There appears to be an overemphasis on lecture in most classrooms.

Pilot-Test of NCATE Draft Standards for PDSs

The Chatham County At-Risk/Dropout Prevention Program is one of 20 sites selected nationally to field-test NCATE's draft standards for PDSs. The site completed a self-study in preparation for a site visit from NCATE in March 2000. In addition, three of the Chatham County participants and a university faculty member completed training to serve as site visitors for NCATE at other PDSs.

Sharing and Dissemination

Partnership personnel had 10 articles accepted for publication in refereed journals. They made 13 presentations at state and national professional meetings. Also, four doctoral students completed dissertations on aspects of the partnership program.

Lessons Learned

A number of the lessons learned in 1998–99 related to maintaining successful collaboration in a maturing partnership. As mentioned earlier, 1998–99 represented the second year of the USTEP but the third year of site-specific and partnership-wide operations under the RTPDSP. Thus the partnership had moved beyond the formation and implementation stages and had reached a stage of critically examining its operations and goals and determining future directions.

By now a number of issues that affect successful long-term collaboration between a university and public school partners have emerged and remain to be solved. Time is the single biggest barrier to successful long-term collaboration. For public school faculty, it is not only a lack of time to participate in study and research related to professional development but an inflexibility of time in fixed teaching schedules. University faculty members have greater flexibility, but demands on their time are no less intense.

On the time issue, both public school personnel and university faculty view participation in a university-school collaboration as an additional duty in an already stressful job, rather than as an integral part of their professional responsibilities. Successful long-term collaboration between schools and universities will be greatly facilitated by job descriptions that include partnership activities, by tangible benefits for both school and university

participants, and by other efforts that influence perceptions of the benefits of collaboration.

Successful efforts to reform public schools and revitalize university preparation programs for educators require a critical mass of public school personnel and university faculty working together. One or two university faculty working with a handful of teachers tends to result in minimal change in both institutions. Steps to ensure wide-scale commitment for an extended period (three or more years) are required for major changes to be possible in either institution. The evaluation of the Forest View PDS indicated a lack of a critical mass of UNC–CH faculty. Only 3 faculty were involved in that project, whereas 12–15 faculty were involved at the McDougle PDS at any given time. Changes are needed so that university faculty have assignments in the PDSs for longer periods. In addition, resources such as funds for release time are necessary to support the long-term assignments.

Finally, in addition to needing a broad commitment from teachers, successful collaboration requires support, commitment, and involvement from principals and university faculty. Such personnel can help make time and other necessary school resources available to the collaboration. They also can model, sanction, and reinforce collaboration among their faculty.

In summary, the challenges involved in maintaining a university-school partnership are somewhat different from and more difficult than those involved in establishing one. As the partnership matures, personnel must identify and overcome these challenges if successful long-term collaboration is to become a reality.

Future Directions

The 1999–2000 year is one of decisions for the RTPDSP. Established by a six-year agreement implemented in January 1995, the RTPDSP will be reviewed in 2000 to determine whether it will continue in its current form, be modified, or be discontinued as of January 2001. If the decision is not to continue the agreement, UNC–CH will have to develop a new partnership during 2000.

In addition, 1999–2000 represents the fourth of five years of PDS site operation. Thus the current sites also are scheduled for continuation or discontinuation in 2001. If the partnership continues, the process of selecting new sites must begin in fall 2000. As a result, the criteria and the procedures for selecting new sites, and perhaps for allowing continuation of current sites, must be established in spring 2000. When the original sites were selected, priority was given to sites that were not poor in resources, in order to increase the likelihood of successful collaboration. Now that the members of the partnership have had experience with one another, it is likely that lower-achieving schools will receive greater consideration in site selection.

A third decision that must be made is the relative emphasis to be given to partnership-wide activities versus site-specific projects. With finite financial and human resources, the partnership must consider how best to distribute them to improve student achievement and facilitate professional development.

A fourth decision relates to increasing resources for the partnership. Additional resources are needed to engage more public school and university faculty in transforming both public schools and teacher education. Again, time is a major factor. Funds are needed to support reassignment of faculty—for example, through buyouts of a portion of current assignments.

Profile of USTEP Based at The University of North Carolina at Chapel Hill

SCHOOLS	
Number of school districts involved in partnership	4
Number and types of schools involved in partnership:	
Elementary	2
Middle	1
Secondary	1
Other	1
Student enrollment in schools involved in partnership	3,690
Number of teachers in partnership schools involved in partnership activities	140*
Number of nationally certified cooperating/clinical teachers in partnership schools	3*
UNIVERSITIES	
Number of education faculty (overall):	
Full-time	50
Number of education faculty involved in partnership:	
Full-time	21
Number of arts and science faculty involved in partnership:	
Full-time	4
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	29
Middle	17
Secondary	7
Other	14
% Minority	INP

INP = Information not provided

*Total for two districts only

The University of North Carolina at Charlotte

in partnership with Cabarrus County and Charlotte-Mecklenburg Schools

Highlights of 1998–99

- The number of preservice courses taught in the public schools more than doubled, from 6 in 1997–98 to 14 in 1998–99.
- Sixty-four student teachers (approximately 50% of all UNC Charlotte student teachers) participated in the yearlong internship, up from 40 the previous year.
- University and public school faculty participated in 10 collaborative-research projects funded by minigrants.
- University-school teamwork to support induction programs for new teachers and professional development for career teachers increased.
- The partnership provided stipends to "clinical instructors" (cooperating teachers) for their work with students in the yearlong internship.

Overview

The network of University-School Teacher Education Partnerships based at The University of North Carolina at Charlotte (UNC Charlotte) was originally designed to increase the degree of integration and alignment between professional education programs and school programs, in order to bridge the gap that often exists between the college classroom and the real world of schools. This philosophy continues to drive collaborative efforts. The main purpose of the network of partnerships at UNC Charlotte, operated in collaboration with the Cabarrus County and Charlotte-Mecklenburg Schools, is to improve teacher education for all teachers. This will ultimately improve the performance of students in P–12 schools.

Teacher learning and development and student learning are central to the success and the purpose of the partnerships. Specifically, with respect to preservice education, the partnerships were created to enable UNC Charlotte students to spend the last year of their preparation in a yearlong internship, taking courses and completing clinical experiences in the partnership schools, linking with their cooperating teachers early in the first semester of their last year, and becoming part of the culture of the school by participating in an array of activities across a two-semester sequence.

The partnerships also have provided an opportunity to recognize and reward the instructional expertise of those who serve as cooperating teachers by bestowing on them the title of "clinical instructor" and paying them stipends for supervision and mentoring of preservice teachers. Selection and training of clinical instructors are very important. To be effective with fledgling teachers, master teachers need not only generic instructional skills but also skills in coaching, supervising, leadership, conferencing, and observation; information on and skills in working with adults; and an understanding of adult development.

For the first time UNC Charlotte has been able to provide a stipend of $400 for clinical instructors who work with preservice teachers. As the program expands and the yearlong internship is required of all preservice teachers, additional funding will be necessary to accommodate the commitment to well-trained clinical instructors.

The vision of the partnerships was to create a model for extensive and continuing collaboration among the university, public school partners, and their surrounding communities. This collaborative model provides an exchange of personnel, resources, and time that benefits preservice teachers, continuing professionals, university instructors, and P–12 students.

The operational objectives that guided creation of the partnerships included (1) to build on existing strong relationships with elementary, middle, and secondary schools that were relatively close to UNC Charlotte; (2) to create partnerships of at least two schools so that a cadre of 20–25 preservice students could be assigned to each partnership; (3) to encourage each partnership to use programmatic or curricular themes, such as Total Quality Education, the Boyer Basic School Curriculum, innovative instructional technologies, and middle-grades education; and (4) to identify a teacher at each school and a faculty member at the university to act as liaisons between the university and the school.

The First Year

In 1997–98, the first year, there were four partnerships encompassing 10 schools, with membership and themes as follows:

- David Cox Road Elementary School and University Meadows Elementary School (both in Charlotte-Mecklenburg Schools): Boyer Basic School Curriculum and Comer School Development Model
- Windsor Park Elementary School and Devonshire Elementary School (both in Charlotte-Mecklenburg Schools): the principles and practices of Total Quality Education
- Concord Middle School (Cabarrus County Schools) and Northridge Middle School (Charlotte-Mecklenburg Schools): the philosophy, principles, and practices of middle-grades education
- The Governors' Village—Nathaniel Alexander Elementary School, Martin Middle School, Vance High School, and (as of fall 1998) Morehead Elementary School (all part of Charlotte-Mecklenburg Schools): multiple foci but especially the extensive use of information technology to enhance instruction

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The Second Year

During 1998–99, the four partnerships begun in 1997–98 stayed intact. However, most UNC Charlotte teacher education programs (birth–kindergarten, elementary, middle, and secondary) began requiring students to participate in the yearlong internship. This called for more schools that would select and train clinical instructors and host preservice teachers for a full year. Therefore, in addition to the 10 partnership schools, 17 "alliance schools" were identified to serve as sites for yearlong internships: Boiling Springs, Catawba Springs, Coltrane-Webb, Dilworth, H. H. Beam, Hickory Grove, Hornets Nest, Indian Trail, J. H. Gunn, McAlpine, Mt. Mourne, North Belmont, Rockwell, South, and Steele Creek Elementary Schools; and East Mecklenburg and Northwest Cabarrus High Schools.

Second-Year Goals

To achieve the broad goals of the statewide initiative, the partnerships identified the following working goals for 1998–99:

- To increase the number of partnership schools by adding Garinger High School (Charlotte-Mecklenburg Schools), a magnet school with an emphasis in communication arts, finance, and medical sciences, as a "stand-alone" partnership; and a special education partnership focused on direct instruction, inclusion, and life skills, consisting of six schools from four school districts—Dilworth and Statesville Road Elementary Schools (both in Charlotte-Mecklenburg Schools), Indian Trail Elementary School (Union County Schools); Winecoff and Bethel Elementary Schools (both in Cabarrus County Schools); and North Belmont Elementary School (Gaston County Schools)
- To increase the number of alliance schools
- To develop new guidelines and requirements for the yearlong internship and to communicate them in a timely manner to all involved
- To increase the number of preservice students involved in the yearlong internship, with the goal of eventually engaging all of them in it
- To refine the current guidelines for selecting clinical instructors and to define more clearly their roles and responsibilities during both the pre-student-teaching semester and the student teaching semester
- To increase the involvement of clinical instructors in planning and scheduling activities, teaching university courses, and interacting with and observing their colleagues at other public schools
- To continue to increase the number of undergraduate and graduate courses taught in public school settings
- To continue to enhance the structure of schools, curricula, and programs to accommodate the needs of both P–12 teachers and students and university faculty and students
- To implement a minigrant program to encourage collaborative research, instruction, and creative activities among staff in the university and in partnership schools
- To strengthen the infrastructure, policies, activities, and formal structure of the partnerships

Key Components

The partnerships have many levels of activities, but two elements in particular have become significant: the yearlong internship and the minigrant program.

The yearlong internship was voluntary until 1998–99, when the elementary education faculty voted to make it a requirement of the program. Other programs (child and family development, middle-grades education, secondary education, and special education) are following suit. Feedback from yearlong interns during 1998–99 indicated that they felt they had ample opportunity to observe model teaching, they got to know the students in their class, and they were a part of the public school community. Clinical instructors also saw the yearlong internship as beneficial. One said, "It's giving [the intern] a good feel for what's going on in my classroom. She can gradually learn about the students, parents, staff, procedures, etc. (provides time to assimilate)."

The minigrant program engaged public school personnel and university faculty in joint research projects that enhanced both instruction and research. In 1998–99 the partnerships received 10 proposals and, after review (and in some cases, requests for revisions), funded all 10, at $1,500 each. The projects were based in seven schools, representing all three levels of education.

Implementation Strategy

The yearlong internship began in 1997–98. Because of the complexity of incorporating it into every teacher education program, this component is not yet fully implemented. In 1997–98, yearlong interns were placed in the partnership schools only with clinical instructors who participated in a series of professional seminars. Forty students participated that year. In 1998–99 the number of participants increased to 64. The internship is no longer voluntary, but the transition to including all students must be carried out in a manner that does not disrupt schools, teacher education curricula and courses, and preservice teachers' ability to progress. As mentioned earlier, in 1998–99, alliance schools were identified to expand the pool of schools hosting yearlong interns.

During both 1997–98 and 1998–99, the yearlong interns were involved in a fall-spring cycle. That is, in the fall semester, they worked part-time in schools, and in the spring semester, they did their student teaching full-time. Because the number of teachers graduating from UNC Charlotte is almost equal in May and December, in 1998–99 the partnerships began planning for

a spring-fall cycle of yearlong interns. Having the two cycles will allow all students to participate in a yearlong internship no matter when they complete their program of study.

A major undertaking has been to prepare guidelines for the first semester of the yearlong internship. In that semester, all clinical activities are linked to specific courses. Based on feedback from both interns and clinical instructors, a set of guidelines has been established that requires interns to participate in activities that meet national standards (for example, those of the Interstate New Teacher Assessment and Support Consortium—INTASC). Interns must get verification from their clinical instructors when they complete activities that engage them in "readiness for student teaching."

Implementation of the second key element, the minigrant program, has required strategic planning and careful monitoring because it hinges on school and university faculty engaging in thoughtful and meaningful projects to enhance classroom activities, student learning, and teacher development. The program began following a visit in 1997–98 to East Carolina University, which had allocated some of its partnership funding for minigrants. The partnerships based at UNC Charlotte pilot-tested their minigrant program in 1998–99.

A training and information session was held in fall 1998, during which the proposal requirements were described. An effort was made to connect school personnel with university personnel of similar interests. A committee reviewed the proposals once they were submitted. Schools, teachers, students, and university faculty across the P–12 spectrum were eligible for grants. Ten proposals were funded at $1,500 each. They ranged from the Pathways Project, which helped broaden elementary, middle, and secondary school students' environmental awareness by involving them in creating a nature trail with work stations, revitalizing a pond, and constructing an amphitheater in the Governors' Village; to A Quilter's Tale: A Collaborative Fine-Arts Project about North Carolina, which helped elementary school students improve their social studies, reading, and writing skills through an integrated fine-arts unit based on North Carolina history. A conference and celebration was held in April 1999 to give each participant the opportunity to display posters and products and to disseminate results.

Some recommendations from the pilot year are that the partnerships evaluate the effectiveness of the minigrant program, expand it to involve more schools, consider requiring each partnership school to participate, develop a more convenient mechanism for transferring the grant funds, and assist the partnership schools in writing collaborative proposals for grants to supplement the funds from the minigrant program.

Outcomes

The partnerships based at UNC Charlotte were evaluated using two questions:

- What value do they add to teacher education?
- What value do they add to programs, teachers, and students in the participating schools?

Several methods of data collection were used—questionnaires, interviews, focus groups, and analysis of documents from multiple sources (student teachers, clinical instructors, school liaisons, principals, and university liaisons).

Value Added to Teacher Education

In assessing the value added to teacher education, sources indicated that the most positive effect was on the student-teaching experience. Compared with students who participated in the traditional semester-long student-teaching experience, students who participated in the yearlong internship reported (1) a better relationship with their clinical instructor, (2) greater knowledge of policies and procedures, (3) more experiences working with students of different ages, (4) greater support from other student teachers, (5) better relationships with other student teachers, and (6) enough time in public schools to become familiar with how schools function throughout the year.

Data from the clinical instructors, school liaisons, principals, and university liaisons supported the findings from students. They reported that the yearlong interns (1) experienced the school year from beginning to end, (2) saw rules being established at the beginning of the year, (3) had a better relationship with students and their parents, and (4) were more comfortable handling behavior management problems.

Also seen as adding value to the teacher education programs was the increase in the number of courses offered in public schools, from 6 in 1997–98 to 14 in 1998–99. Also, some lectures for other courses were held on site. Respondents said that offering the courses on site added value because it provided a two-way interaction between teachers and preservice classes—the preservice students could observe as a group and then be debriefed. Also, it allowed teachers to be in the preservice students' classrooms more. If the classes had not been held on the school site, teachers would have had to travel to the university, and the teachers did not have the travel time.

Value Added to Public Schools

Some themes surfaced in the data on value added to the public schools, especially in the responses of the school administrators. They reported that teachers became better qualified because of (1) a smoother transition from being "students of teaching" to "teachers of students"; (2) more hands-on experience, which

helped new teachers understand the day-to-day operations of the school; and (3) a greater and earlier awareness of current trends in education, contributing to a more effective learning environment for children.

The value added for schools varied according to the "maturity" indicators of the partnership. That is, the more mature the partnership was, the more value was added. Maturity indicators were factors such as schools that (1) had hosted yearlong interns; (2) had had both a university and a school liaison for the entire academic year who were in direct, constant, and meaningful contact for the benefit of both the university and the school; (3) had provided all interns with a sense of trust and aided them in feeling that they were truly a part of the school faculty; (4) had given interns specific responsibilities in the context of a structured yearlong experience; (5) had connections to the university beyond the yearlong internship placements, such as hosting principal fellows or other graduates; (6) had participated in minigrants; (7) had participated in other collaborative activities and projects involving teams of university and school personnel, such as research and staff development; and (8) had assisted in making connections between the university and the school involving multiple departments within the Colleges of Education and Arts and Sciences. All these indicators ultimately enhanced and improved the performance of the students in the partnership schools.

Other values added for schools—and for the university—were the opportunity to engage in collaborative research through the new minigrant program and the stipends and library privileges that clinical instructors received for their professional involvement with yearlong interns.

Support groups for new teachers were reported to be of value in helping beginners make the transition from student to teacher. Also, dissemination and sharing of what was learned in the partnerships, among teachers in local school buildings and at professional conferences, were valuable outcomes. In the second year, more clinical instructors engaged with university faculty in attending and presenting at professional conferences. This augmented the work of both university faculty and public school teachers, and could ultimately benefit students at all levels.

Lessons Learned

Genuine collaboration presents challenges, and challenges present opportunities. The most positive lesson learned is that some public schools and universities can and do develop trusting, authentic relationships that benefit all stakeholders. Another lesson, though, is that in some situations, no matter how great the need, changes in personnel and the time needed for adjustment to a new environment and and new priorities become a barrier. Partnership personnel experienced both the positiveness of stability and the challenges of change and adjustment. The team assigned to evaluate the partnerships, consisting of two UNC Charlotte research faculty members, concluded that the partnerships must more clearly articulate and consistently apply a definition of what constitutes a partnership school. To assist with that effort, the team developed an assessment guide defining the characteristics of a fully implemented or mature partnership. It is difficult to measure relationships because the environments, personalities, needs, and commitments are all so varied, and long-established habits and attitudes are difficult to change. Partnership personnel did learn, however, that mature partnerships provide a two-way street of trust and authenticity.

Another lesson learned is the need to examine the pre-student-teaching semester to make sure that it continues to benefit, and is authentically tailored to the needs of, preservice teachers, P–12 students, and clinical instructors. In 1998–99 the partnerships developed some new guidelines for the first semester of the yearlong internship, to be implemented in 1999–2000. The guidelines call for preservice teachers to participate in more activities that will help provide a smoother, more gradual transition to student teaching and ultimately to the beginning year of teaching. For example, preservice teachers will interview the principal, the media specialist, and other teachers and professionals in the school; observe faculty and staff meetings; discuss and review school policies and procedures; learn more about their students' diversity and exceptionalities, teachers' instructional and noninstructional duties, and parents and the community; and develop instructional and technology skills.

Future Directions

In planning for the next two years, the partnerships are shifting from the establishment of continuing collaboration with specific schools to a project focus for a specified period (two years). Although the two years of continuing collaboration have been quite successful, establishment of a professional development school is a time- and labor-intensive endeavor that requires ongoing commitment, collaboration, and resources to maintain. (The partnerships based at UNC Charlotte use the term "partnership schools" rather than "professional development schools," but the two types of schools have many of the same characteristics.) Therefore, in assessing UNC Charlotte's vast service area and in examining the changes in personnel at many of the public schools that brought about some shifts in priorities, partnership personnel decided that it was a good time to open the door to new ideas and projects that will benefit additional schools, university and school faculties and programs, and ultimately more university students and P–12 children. The planning for the shift to establishing multiple, project-focused, two-year partnerships began in spring 1999 as partnership personnel examined possibilities for providing additional opportunities for more faculty of the Colleges of Education and Arts and Sciences to be involved and for new schools to participate in some special projects related to partnership activity.

Future directions, then, will entail involving more education and arts and science faculty and tying together teaching and student learning. The following steps will help operationalize these two key directions:

- Establishment of an advisory council. The major task of the council will be to guide partnership efforts. Specific tasks include development of a call for proposals for university-school partnerships, selection of partnership proposals for 1999–2001, and development of a university-school minigrant program for action research for the next two years. It is anticipated that the council will meet two times a semester for a total of four meetings a year. It will be made up of selected faculty from the Colleges of Education and Arts and Sciences who represent programs that contribute to the preparation of professionals for teaching, counseling, administration, and other significant responsibilities in the public schools. Public school colleagues also will serve on the council.
- Issuance of a call for proposals and subsequent selection and implementation of at least five university-school teacher education partnerships. The proposals must be submitted jointly by a team consisting of at least one UNC Charlotte faculty member and one public school partner. Any school in the UNC Charlotte service region is eligible. Proposals that involve clusters of schools as well as those that involve only one school will be considered. Public school partners must be currently engaged in student teaching/yearlong internship efforts or be willing to take on this responsibility. A university liaison and a school liaison for each proposal must be identified. A subcommittee of the advisory council will review proposals and make recommendations for funding. All proposals should emphasize collaborative efforts to prepare educational personnel and describe the value to be added to public schooling and teacher education.
- Continuance of the very successful minigrant program, in which university faculty and public school teachers and administrators engage in collaborative research on an identified area of need or interest that will ultimately benefit the schools and the teacher education program.

UNC Charlotte will continue its commitment to strong partnerships that support the improvement of both P–12 schools and faculties and university-based professional education programs and faculties. The yearlong internship, stipend payments to clinical instructors, a university and a school liaison for each partnership, and the minigrant program will continue to be key elements of the program. An element that will be at the core of each partnership will be a more explicit focus on the connections between practices that teachers use in the classroom and their effects on student learning. This will support the ultimate goal of sharing the responsibility to improve the performance of students in North Carolina P–12 schools.

Profile of USTEP Based at The University of North Carolina at Charlotte

SCHOOLS	
Number of school districts involved in partnership	2
Number and types of schools involved in partnership:	
Elementary	6
Middle	3
Secondary	2
Other	5
Student enrollment in schools involved in partnership	13,400
Number of teachers in partnership schools involved in partnership activities	75
Number of nationally certified cooperating/clinical teachers in partnership schools	8

UNIVERSITIES	
Number of education faculty (overall)	65
Number of education faculty involved in partnership	20
Number of arts and science faculty involved in partnership	6
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	129
Middle	12
Secondary	30
Other	50
% Minority	INP

INP = Information not provided

The University of North Carolina at Greensboro

in partnership with Guilford and Rockingham County Schools

Highlights of 1998–99

- University faculty and school district personnel made joint presentations at the national conference of the American Association of Colleges for Teacher Education and the state conference, "Partnerships for Excellence in Education."
- The partnership cohosted (with the Department of Curriculum and Instruction) a two-day consultative visit by Lee Teitel, a noted expert on governance issues in professional development schools.
- The executive committee and the partnership council prepared and adopted a formal governance document and organizational structure.
- The partnership funded 11 school-improvement projects in the two partnership school districts.
- The executive committee developed a set of organizing principles and recommended directions for 1999–2000.
- The partnership sponsored its second Summer Leadership Institute for Teachers.

Overview

University and public school personnel jointly established the Triad University-School Teacher Education Partnership to extend the range of already existing university-school collaborations and to initiate new ones. Housed at The University of North Carolina at Greensboro (UNCG), the partnership grew out of the UNC Deans' Council on Teacher Education's plan to involve school districts in the preparation and development of educational personnel and the improvement of learning by public school students. The two school districts participating with UNCG in the Triad partnership are Guilford and Rockingham County Schools.

For the past two years, the Triad partnership has focused on four key areas:

- Preservice preparation of teachers and other certified educators
- Professional development of practicing teachers, other certified educators, and university faculty
- Inquiry and research focused on K–12 students as learners and on teacher development
- Identification of best practices in education—practices that result in improved levels of student learning

During the 1998–99 academic year, the partnership's executive committee and council engaged in reflective assessment of the first two years of operation. The executive committee includes UNCG's dean of education, the superintendents of the Guilford and Rockingham County Schools, the university and school cochairs of the partnership council, a school representative, a university faculty representative, and the project coordinator. The partnership council includes members of the executive committee and additional representatives from schools, teacher education programs, and the wider community.

The assessment led to adoption of policy that builds a foundation for the future, committing the partnership to an important but limited set of initiatives:

- *Comprehensive clusters (groups of elementary, middle, and high schools in proximity to one another)*: to provide opportunities for principals, teachers, students, parents, and community members to discuss the sequencing and the continuity of K–12 programs within the clusters
- *Connecting conversations:* to develop and/or strengthen connections (1) between preservice and inservice education; (2) among professional education programs within the UNCG School of Education; (3) among professional education programs across the university (particularly teacher education programs outside the School of Education—in the College of Arts and Science, the School of Health and Human Performance, the School of Human Environmental Studies, and the School of Music); and (4) between partnership districts and schools within the partnership
- *Clinical teaching faculty:* to involve skilled and knowledgeable teachers from cluster schools (master teachers, mentor teachers, and teachers certified by the National Board for Professional Teaching Standards) in a continuum of activities, from assisting in curriculum development to teaching courses such as methods, adolescent development, and reading in the content area

These initiatives provided objectives for the partnership as it sought to move to more sophisticated levels of university-school collaboration. Implementation of the initiatives also ensured congruence between K–12 programs of study and all teacher education curricula.

Second-Year Goals

The partnership's second-year goals were similar to those of the first year, focusing on preparing teachers, engaging in collaborative research, and identifying and supporting best practices. More specifically, second-year goals were as follows:

- To continue supporting school-based research and development projects
- To provide numerous opportunities designed to broaden common understandings

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- To continue improving undergraduate teacher preparation programs
- To continue promoting the development of instructional leaders
- To bring together educators across K–12 levels and subjects to share perspectives through a series of connecting conversations
- To share professional personnel among school districts and the university

Key Initiatives and Implementation Strategies

Comprehensive Clusters

The comprehensive-cluster concept appears to be a viable means to organize and focus the efforts of the partnership and other teacher, administrator, and counselor preparation programs at the university. Partnership members have sought to identify actions that the partnership might take to promote interaction among and articulation across schools. In Guilford County, for example, outside funding has enabled primary, middle, and high school faculty to develop a collaborative community in support of K–12 students' successful passage through the gateways of student accountability. This includes quarterly meetings among teachers, other certified educators, and university faculty about transitions (from grades 2 to 3, 5 to 6, and 8 to 9).

Connecting Conversations

Preservice-Inservice Connections

Partnership staff have provided structured opportunities for preservice teachers to talk with initially licensed teachers in their first and second years of teaching. In addition, the partnership has made funding available to support projects that provide natural bridges between preservice and inservice teacher education, such as performance-based licensure projects.

Connections Among Programs in the School of Education

The School of Education consists of six departments: Counseling and Educational Development, Curriculum and Instruction (elementary education, middle-grades education, and core academic secondary education), Educational Leadership and Cultural Foundations, Educational Research Methodology, Library Information Studies, and Specialized Education Services. Continuing attention and incentive resources have been made available to programs in these departments when assurances were received that proposed projects and cooperative initiatives adhered to the principles of the partnership (e.g., mutual benefit and program integrity). An example of this type of connection is a CD-ROM project involving the Departments of Curriculum and Instruction, Counseling and Educational Development, and Educational Leadership and Cultural Foundations. The three departments developed an interactive CD-ROM to help university students understand what the roles of teachers, counselors, and administrators are and how professional educators can collaborate in promoting the academic and social development of K–12 students.

Connections Among All University Teacher Education Programs

UNCG has more than 30 teacher licensure programs. These programs are administered by the College of Arts and Sciences and the Schools of Business and Economics, Education, Health and Human Performance, Human Environmental Studies, and Music. In 1993, UNCG established a Teachers Academy to bring cohesion to these licensure programs. Among other purposes it serves as the accreditation, governance, and administrative unit for university-wide teacher education programs.

In 1998–99 the partnership made resources available to support events and projects of teacher education programs housed in the School of Health and Human Performance (the Departments of Dance, and Exercise and Sports Science), the School of Music, and various departments of the College of Arts and Sciences, such as Art, English, Latin, and Theater Arts. These initiatives sought to increase K–12 levels of interaction with public school personnel and, more specifically, to enhance cross-grade articulation of subject-matter content in various disciplines.

Connections Between Partnership Districts and Partnership Schools

This year there was an effort to increase communication among professionals across administrative levels in the Guilford and Rockingham County Schools. A visit to the partnership by Lee Teitel, a noted expert on governance issues in professional development schools, provided an opportunity for preliminary discussions about establishing some kind of network or league involving these schools, both within each partnership district and across the two districts.

Clinical Teaching Faculty

The rationale for establishing a cadre of clinical teaching faculty is simple. Skilled and knowledgeable teachers in the Guilford and Rockingham County Schools, including board-certified teachers, constitute a pool of talent that should be used in the activities of the partnership. It is hoped that, in time, members of the clinical teaching faculty will undertake a range of activities, such as teaching classes, developing curricula, modeling good practices, and mentoring preservice and newly licensed teachers.

Outcomes

Budgeting

In 1998–99 the partnership adopted important budgeting principles that will provide guidelines for future allocations of funds. One of these principles is that all budget actions must be defensible in terms of the benefits provided to both the university and the public school partners.

Summer Leadership Institute for Teachers

For the past two years, the partnership has sponsored a Summer Leadership Institute for Teachers. In 1999, twenty-two regular classroom teachers attended the weeklong event. Participants

were selected or recommended by school principals; each received a $300 stipend. During the institute the teachers participated in workshops and seminars designed to increase their leadership capabilities and to introduce them to innovative instructional techniques.

Organizing Principles

In 1998–99 the partnership committed itself to five key organizing principles, which represent the partnership's philosophical foundation:

- *Commitment to openness:* As many of UNCG's professional education programs as possible, and a growing number of schools (and possibly school districts), should be associated with the partnership.
- *Commitment to honor the educational plan and priorities of the partnership school district:* Although agreements may be made with specific schools, these agreements must be developed within the framework of each school district's culture and characteristics.
- *Commitment to honor professional development standards:* Partnership activities must honor the standards of professional-education program areas and accrediting organizations (e.g., the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education).
- *Commitment to higher levels of involvement:* Programs and activities featuring more intense joint involvement of university and public school people should receive more resource support than those featuring less involvement.
- *Commitment to assess:* Once programs, projects, or ideas are supported, they must be evaluated in terms of their benefits to both the university and the school. Neither programs, projects, ideas, nor schools will be supported perennially with partnership funds.

School-Based Projects

The partnership developed a simple request-for-proposal form for school-based projects. Individual schools presented proposals for review by the executive committee. Criteria for funding included such variables as (1) clear involvement of both university and school-based partners, (2) the importance of the problem being addressed, (3) the possibility for replication of the project in other settings, (4) the originality of the project, and (5) the adequacy of the plan for reporting results to the larger education community. Each project received a $2,000 grant. Summaries of the 11 funded projects follow.

Archer Elementary School: Guided Reading

At Archer Elementary School, all classroom teachers and student teachers were trained in Guided Reading. Under Guided Reading, students receive one-on-one tutoring and instruction in use of independent-reading strategies.

Guilford Middle School: Shared Visions for Preservice Education

Six teachers at Guilford Middle School collaborated among themselves, with other faculty, and with university faculty to develop a manual and some common procedures and experiences for student teachers at the school. Partnership funds were used for release time and publication of the manual.

Guilford Primary School: Guided Reading

University faculty, school faculty, and student teachers collaboratively assessed the reading program at Guilford Primary School. On the basis of the assessment, the school decided to train teachers and student teachers in the use of Guided Reading. Partnership funds were used to purchase the Guided Reading materials and carry out the training.

Hunter Elementary School: Collaborative Experiences with Comprehension Strategies

Classroom teachers, teachers of special programs, and student teachers at Hunter Elementary School implemented techniques designed to develop critical-thinking strategies in students in grades 2–5. Student teachers received instruction in strategies as part of a reading methods course taught on site by a Hunter Elementary faculty member. Evaluations revealed that the interns became proficient in the use of several validated methodologies.

Jackson Middle School: At-Risk Students

The project at Jackson Middle School involved a tutorial program to improve the reading and mathematics scores of at-risk students. Students received two hours of tutoring per week. In addition, the program focused on improving students' attendance, discipline, and self-esteem. End-of-grade reading scores for the group as a whole showed an average increase of 3.8 points. Eleven of the 15 students who took the test made progress. Four of them moved from Level I to Level II.

Jamestown Elementary School: Tutoring Program for At-Risk Third, Fourth, and Fifth Graders in Reading and Writing

The project at Jamestown Elementary School focused on evaluating the viability and the usefulness of STAR, a reading assessment program, and then on integrating STAR into the school's overall literacy plan. All teachers were trained in the STAR program. After implementation of the program, a survey questionnaire and a focus-group discussion showed that teachers (1) were very satisfied with the program's ease of use; (2) were satisfied with the validity of the data compared with their own reading assessments; and (3) felt that they would continue to use STAR as a basis for their reading assessments and instructional strategies.

Jamestown Middle School: Collaborative Leadership

The program at Jamestown Middle School emphasized use of a collaborative-leadership model to promote schoolwide improvement through a renewed school vision, collegiality, shared input into decision making, consensus, and new initiatives for staff development and curriculum development.

Moss Street Elementary School: Writing Skills

The program at Moss Street Elementary School focused on improving the writing skills of learners in grades 3 and 4. Students participated in special after-school writing activities taught by teachers who had received special training in writing improvement. Results included (1) improved writing instruction by teachers and (2) improved scores for students—2.5 or better—on the state writing test.

Reidsville Intermediate School: "Write On . . ."

Reidsville Intermediate School employed a consultant to improve the writing performance of all fourth-grade students. Classroom teachers, preservice teachers, and students became a community of learners, creating the most successful and positive staff development opportunities ever experienced at the school.

Union Hill Elementary School: Integrated Units

In an intensive one-week summer project, 25 teachers at Union Hill Elementary School developed two- to four-week instructional units that integrated content from reading, writing, mathematics, science, social studies, and the fine arts. The units were anchored to the North Carolina Standard Course of Study.

Western Guilford High School: Best Practices

In the project at Western Guilford High School, teachers in the core-academic-subject areas focused on developing an integrated and interdisciplinary approach to curriculum and instruction. In addition, they purchased resources for inclusion in a teachers' professional library and some materials for students to use in conducting research.

Lessons Learned

After two years of implementation, external evaluations, and internal reflective assessments, the partnership has learned the following lessons:

- Having written partnership agreements is necessary to address critical issues in university-school collaboration.
- The Summer Leadership Institute for Teachers provides an excellent opportunity for teachers across sites and partnership districts to compare best practices. It also is an excellent vehicle for teachers and teacher educators to develop or expand an inquiry-based approach to teaching and learning in schools and at the university.
- Involving teachers and other staff in presentations at national conferences adds immeasurably to professional development and university-school collaboration through the dissemination of ideas.
- Funding site-based projects developed and implemented by teachers enhances leadership capability and professional development.

Future Directions

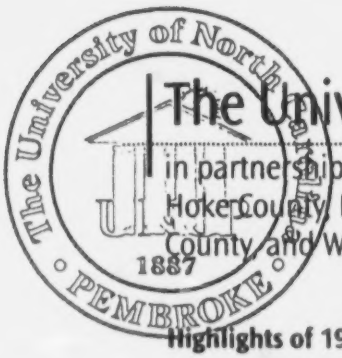
Partnership personnel consider the following future directions, to be accomplished by 2001, critical to the partnership's continued growth and development:

- Develop written agreements with each partnership school
- Continue to develop cluster collaborations and expand connecting conversations
- Offer renewal credits for participation in the Summer Leadership Institute for Teachers
- Strengthen the partnership's assessment procedures, especially in terms of linking teacher performance (across the continuum of professional development) to student learning
- Expand opportunities for teachers to learn about requirements and procedures for board certification; also, provide opportunities for teachers to meet with other teachers going through the process
- Collaborate with North Carolina Agricultural and Technical State University in developing and implementing partnership activities

Profile of USTEP Based at The University of North Carolina at Greensboro

SCHOOLS	
Number of school districts involved in partnership	2
Number and types of schools involved in partnership:	
Elementary	8
Middle	5
Secondary	2
Other	1
Student enrollment in schools involved in partnership	8,524
Number of teachers in partnership schools involved in partnership activities	260
Number of nationally certified cooperating/clinical teachers in partnership schools	7

UNIVERSITIES	
Number of education faculty (overall)	116
Number of education faculty involved in partnership	18
Number of arts and science faculty involved in partnership	10
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	86
Middle	16
Secondary	58
Other	207
% Minority	10



The University of North Carolina at Pembroke

in partnership with Bladen County, Columbus County, Cumberland County, Hoke County, Moore County, Richmond County, Robeson County, Scotland County, and Whiteville City Schools

Highlights of 1998–99

- The partnership enjoyed a strong sense of joint ownership and governance by the public schools and the university in the preparation of teachers.
- The partnership supported a closer relationship between theory and practice in the preparation of preservice teachers.
- Clinical (cooperating) teachers and preservice teachers became more reflective practitioners in their delivery of classroom instruction.
- The number of teachers who participated in The University of North Carolina at Pembroke's clinical-teaching training model, involving cognitive coaching and reflective practice, increased from 134 to 179.
- A teacher-in-residence, on loan from one of the partnership elementary schools, worked in the program.
- A School Services Advisory Committee, comprising public school representatives and teacher education faculty, met twice during the year to discuss future directions of the teacher education program.
- Professional development sessions on use of technology and writing of proposals were conducted for clinical teachers and teacher education faculty.
- Area teachers already certified by the National Board for Professional Teaching Standards provided information sessions, activities to facilitate completion of portfolios, and mentoring to approximately 400 regional teachers who expressed interest in seeking board certification.

Overview

The University-School Teacher Education Partnership at Pembroke includes The University of North Carolina at Pembroke (UNCP) and the Bladen County, Columbus County, Cumberland County, Hoke County, Moore County, Richmond County, Robeson County, Scotland County, and Whiteville City Schools. The partnership builds on the work previously initiated under a clinical schools program with Bladen, Hoke, and Robeson County Schools. A distinctive feature of the partnership is the wide range of school districts included, from rural to urban and with a diversity of student populations, including a significant population of Native American students. Since its inception the partnership has focused on identification and selection of partnership schools, selection and training of clinical (cooperating) teachers to supervise interns (preservice teachers), extension of the internship (the student teaching experience) to a full academic year, and collaboration of university and public school faculty in the redesign and the further development of the teacher education program.

In the first year of implementation, an advisory committee consisting of university faculty, public school teachers and administrators, and community business leaders was appointed to guide the partnership in design, development, and implementation of activities. First-year activities focused on selection of partnership schools, provision of professional development opportunities for career teachers, revision of observation and evaluation protocols for the internship, and creation of technology links between the partnership schools and UNCP.

By the end of the second year, several personnel changes had taken place in the administration of the UNCP teacher education program. The chair of the Education Department/director of teacher education, the director of the partnership, and the assistant director of the partnership all had left their positions, creating a void in the program. Achieving established goals became difficult. The advisory committee did meet at least twice, though, and through subcommittee work it addressed some of the established goals: sponsorship of information sessions on certification by the National Board for Professional Teaching Standards, revision of the internship handbook, development of a preinternship handbook, implementation of technology initiatives through inservice training, and provision of technical assistance through proposal-writing sessions.

Second-Year Goals

The mission of the teacher education program at UNCP is to prepare, and promote the further development of, effective professionals for service as teachers and student support personnel. The teacher education program, in addition, supports and enhances the university's mission, which calls for a balanced program of teaching, research, and service, and it shares the university's commitment to academic excellence, cultural diversity, and lifelong learning. In keeping with this mission, the overarching goals of the partnership that were established during the first year were continued into the second year. These goals are as follows:

- To improve the initial preparation, the induction, and the continuous professional development of teachers by establishing relationships with selected schools in the university's service area that will serve as sites for preparation of preservice teachers and professional renewal of public school teachers and university faculty
- To close the gap between theory and practice by providing preservice students with real-world experiences in public school classroom settings
- To maximize the collective talents, energies, and resources of those involved in the partnership to produce measurable improvements in the learning of university students as well as public school students

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- To redefine the role of clinical teachers to include direct participation in redesign and implementation of the teacher education program
- To support direct, continuous involvement of university faculty in the public schools as teachers, advisers, researchers, and learners

In keeping with these goals, the advisory committee projected the following outcomes for the 1998–99 academic year:

- Written agreements signed with partnership school districts
- Revision of the UNCP clinical-teaching training model
- Training of university faculty in the UNCP clinical-teaching training model
- Development of a Web page
- Implementation of the technology plan, to include a course in computer applications for clinical teachers
- Provision of awareness sessions on certification by the National Board for Professional Teaching Standards.
- Implementation of a Teacher Cadet Program (a program designed to encourage academically able high school students to consider teaching as a career) in two newly selected high schools where student teachers are placed
- Development of a preinternship handbook
- Revision of the internship handbook
- Completion of an internal audit of the partnership
- Cataloging of the employment status of program graduates
- Surveys of teachers, administrators, and students regarding their satisfaction with the teacher preparation program and their teaching field
- Solicitation of financial support from local businesses
- Completion of collaborative research projects
- Completion of a comprehensive evaluation of clinical-teaching activities

Key Components

Key components of the partnership include (1) identification and selection of partnership schools; (2) selection and training of clinical teachers to supervise student interns; (3) collaboration of university and public school faculty in staff development and action research; and (4) shared governance and responsibility through the advisory committee.

Implementation Strategies

During the 1998–99 school year, the advisory committee met twice as a whole. It established the following subcommittees to implement its work:

- National Board Certification/Teacher-In-Residence
- Clinical-Teaching Training
- Internal Auditing/Program Staffing
- Protocols/Handbooks
- Written Agreements/Site Selection
- Internal Evaluation of the Partnership
- Technology
- Private-Sector Support
- Teacher Cadet Program

Each subcommittee met at least once. Final reports and recommendations were submitted to the advisory committee in the spring semester.

Outcomes

On the basis of feedback received from university personnel and school representatives during an end-of-the-year site visit, the partnership was considered successful. Participants stated that the teacher education program had been strengthened by the collaboration. They noted the following accomplishments over the two-year implementation period:

- Implementation of a yearlong internship for elementary education, birth–kindergarten, special education, physical education, and art education majors, replacing an 11-week internship
- Realignment of course schedules to accommodate the yearlong internship
- Revision of the internship evaluation instrument
- Expansion of the clinical teacher program through the training of additional clinical teachers
- Implementation of a teacher-in-residence program, under which a master teacher spent a year at the university on loan from a school district
- Provision of inservice training in instructional technology for selected partnership teachers
- Revision of teacher education courses to reflect the mission of the teacher education program, including preparation and continuing development of effective professionals for teaching in North Carolina's schools
- Provision of technical assistance in proposal writing to clinical teachers and teacher education faculty
- Provision of information sessions and technical assistance to all teachers in the partnership districts interested in seeking certification by the National Board for Professional Teaching Standards

Because of the personnel changes that occurred in the program, it was not possible to achieve all the projected outcomes for 1998–99. Those not achieved were carried into the 1999–2000 academic year. They included the following:

- Revised written agreements signed with partnership school districts
- Revision of the UNCP clinical-teaching training model
- Training of university faculty in the UNCP clinical-teaching training model
- Development of a Web page
- Implementation of a Teacher Cadet Program
- Completion of an internal audit of the partnership
- Cataloging of the employment status of program graduates

- Surveys of teachers, administrators, and students regarding their satisfaction with the teacher preparation program and their current teaching field
- Solicitation of financial support from local businesses
- Completion of collaborative research projects
- Completion of a comprehensive evaluation of clinical-teaching activities

Lessons Learned

Several lessons have been learned. Foremost among them is the recognition that good communication among the partners and other participants is essential to success. Communication has definitely been a challenge. Personality conflicts have impeded the efforts of everyone, creating apathy for the projects. Therefore, lead administrators need good organizational skills as well as good "people skills."

Committed members with a common purpose and goals also are essential to success. Again, lead administrators should focus on the needs of the group.

Participants must have adequate time to meet regularly and develop working relationships, design activities, and organize efforts. For example, there must be funds to pay for substitute teachers so that teachers have time to join in partnership activities.

More documentation of improved student learning in partnership schools must occur.

Funds are needed to support collaborative research by university faculty and classroom teachers.

Clearer definitions of partners' roles and responsibilities are needed so that all members understand the long-term nature of their commitment.

Future Directions

In the future it will become important for the partnership to reevaluate its efforts and to articulate more clearly the expected outcomes for the university, the partnership schools, and the students. There must be wider participation from the teacher education faculty and from the university faculty as a whole. A broader interpretation of the university's role in professional development for classroom teachers is needed. Greater attention must be placed on improving student learning in the partnership schools. Further, the partnership must collect evidence of the effects of its activities on the performance of both school and college personnel. A collaborative action-research agenda involving education and arts and science faculty and faculty from public schools must be emphasized. Increased attention to both short- and long-term professional development of teachers, student interns, and university faculty, including sustained technological capabilities, is needed. Finally, it will be important for the partnership to prioritize its needs and goals.

University personnel and school representatives consider the partnership successful. However, attention must be given to several aspects of the partnership:

- Reducing the heavy teaching loads of university faculty and public school teachers to free them for more collaborative work
- Involving more university faculty in inservice and induction activities in the schools
- Finding a workable formula for identifying university faculty to supervise interns
- Achieving timely communication between the university and the schools where interns are placed
- Creating a workable schedule for notifying participants of intern placements
- Overcoming difficulties in scheduling methods classes at school sites
- Increasing public schools' buy-in to the partnership idea so that more schools participate
- Expanding clinical sites from elementary schools to middle schools
- Responding to requests by classroom teachers for additional training in pedagogy and subject matter

Profile of USTEP Based at The University of North Carolina at Pembroke

SCHOOLS	
Number of school districts involved in partnership	9
Number and types of schools involved in partnership:	
Elementary	11
Student enrollment in schools involved in partnership	
Black	2,188
White	3,132
Indian	1,464
Asian	37
Hispanic	174
Other	41
Total	7,036
Number of teachers in partnership schools	349
Number of teachers in partnership activities	56
Number of nationally certified cooperating/clinical teachers in partnership schools	7

UNIVERSITIES	
Number of education faculty (overall):	
Full-time	16
Part-time	28
Number of education faculty involved in partnership:	
Full-time	9
Part-time	5
Number of arts and science faculty involved in partnership:	
Full-time	5
Number and level of graduates who completed teacher education program in 1998–99	INP

INP = Information not provided

The University of North Carolina at Wilmington

in partnership with Brunswick County, Camp Lejeune, Clinton City, Columbus County, Duplin County, New Hanover County, Onslow County, Pender County, Sampson County, and Whiteville City Schools

Highlights of 1998–99

- All 10 partnership school districts recommitted themselves to the partnership in formal three-year contracts.
- The university, the partnership school districts, and external funding sources effectively pooled their resources to address some of the region's educational issues.
- The partnership enhanced its organizational structure, including development of a new university position of site coordinator liaison to improve communication and enhance collaboration.
- Evaluation processes were established for interns, cooperating teachers, and university supervisors, and all partnership roles were realigned.
- A collaborative placement process for internships was refined.
- Twenty-three technology workshops were delivered to more than 400 teachers and administrators.
- The partnership organized and hosted the second annual Coastal Educational Technology Conference and Vendor Fair, which was attended by more than 500 people.
- Five annual training conferences were delivered to all Professional Development System partners.

Overview

This second-year report of the University-School Teacher Education Partnership based at The University of North Carolina at Wilmington (UNC–Wilmington) and operated in collaboration with 10 area school districts reflects a 10-year history of collaboration between the university and public schools in the region. In 1989 the university began to align efforts and resources to improve education for students in southeastern North Carolina. The early collaboration of the university and the schools now has been subsumed under the partnership described in this report. School and university educators recognized early that true systemic reform of teacher preparation would require honest and aggressive collaboration among schools of education, public schools, and the general public.

Given this reality, in 1989 the university's Watson School of Education became involved in two major and parallel initiatives, the Model Clinical Teaching Project (MCTP) and the School Reform Initiative of the Consortium for the Advancement of Public Education (CAPE). The MCTP operated in collaboration with teachers and administrators from Duplin and Brunswick County Schools. Significant understandings about the roles of classroom teachers and university faculty, the roles of mentors and interns, and the development of professional decision makers occurred as a direct result of this effort. The School Reform Initiative was an undertaking among CAPE (itself a partnership of 21 school districts, UNC–Wilmington's School of Education, community colleges, businesses, and the Southeastern Technical Assistance Center) and seven school districts. These important efforts laid the foundation for and ultimately defined the partnership currently in place at UNC–Wilmington.

The critical elements of these two initiatives were formally embraced by university and school participants, resulting in the establishment of a comprehensive university-school collaboration in 1993, the Professional Development (PD) System. This effort, supported by special funding from the North Carolina General Assembly, rapidly developed into a comprehensive partnership with 10 school districts, including 67 partnership schools. Unlike some professional development school initiatives that affect a single school and a narrow subset of teachers, students, and university faculty, this model created a more comprehensive approach to partnerships. It is broad-based and powerful enough to include the entire teacher education faculty, more than 300 teachers-in-training, and more than 500 public school educators each year. The model involves the establishment of collaborative structures that engage in problem solving and focus attention on improvement in student learning in the university and public schools.

The current partnership is integrated throughout the university's 24 baccalaureate and graduate programs and the schools. UNC–Wilmington has undergraduate majors and licensure programs in education of young children (birth through kindergarten), elementary education, middle-grades education, and special education; and licensure programs for teaching in grades 9–12 in biology, English, physics, chemistry, history, science, geology, mathematics, and social studies. Licensure programs for grades K–12 are available in French, music, physical education/health, and Spanish. At the graduate level, the Watson School of Education offers a Master of School Administration; a Master of Education in elementary education, middle-grades education, reading education, special education, and curriculum/instruction supervision; and a Master of Arts in Teaching.

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Second-Year Goals

Given the beliefs developed by members of the partnership about the nature of meaningful collaboration, the overarching goals of the PD System continue to be as follows:

- To improve the quality of teacher and administrator preparation programs through rigorous entry and program standards and a relevant array of real-world applications
- To create more powerful and effective models to strengthen the professions of teaching and school leadership from the initial stages of preparation through socialization, induction, and continuous renewal
- To close the gap between theory and practice by ensuring that each is responsive to the other and by widely disseminating knowledge about best teaching and administrative practices
- To redefine and clarify the professional roles of teachers and administrators consistent with the needs and the demands of the 21st century
- To improve P–12 schools through better prepared educators and school cultures focused on learning outcomes
- To produce measurable improvements in classroom learning for all students at all levels through collaboration that combines, focuses, and uses the collective talents, knowledge, energies, and resources of the partners

Key Components

The 12 key components of the partnership are as follows. They are tied directly to the six aforementioned goals.

- Formal contractual agreements are negotiated with and signed by senior administrative officers of each of the 10 school districts and UNC–Wilmington, and approved through formal action by each governing board.
- Policies and procedures for the involvement of university faculty in schools have been established, with expectations and incentives designed to increase their engagement in the field.
- All School of Education faculty, regardless of rank or tenure, are required to take rotations (assignments) in PD System schools to engage in supervision or other relationships with school district partners.
- Intensive classroom experiences and internships for prospective teachers and administrators occur in carefully selected PD System schools with experienced, trained partnership teachers and administrators. The preparation programs, including the site-based experiences, are designed to address the differences in jobs (elementary, middle, high school, special education, etc.) that teachers and administrators will be taking in schools.
- Comprehensive, yearlong field experiences for interns begin early and are designed to be developmentally appropriate to ensure maximum learning by prospective educators. Clinical experiences are required of all prospective educators before they are admitted to the School of Education. For instance, all students interested in applying for admission to education must demonstrate successful completion of Education 200 and its related lab, which gets students into schools at all grade levels to gain multiple experiences with different age groups in a variety of classrooms. All field programs culminate in a 15-week, full-time student-teaching experience.
- Cohorts (groups) of teacher education candidates are placed in partnership schools during much of the fieldwork and during full-time internships to ensure the development of professional support groups for students.
- Prospective teachers are assigned to a single teacher but get support, experience, and exposure to varying styles of teaching by working with other partnership teachers in the building.
- Criteria and processes have been established that are used in partnership schools and for teacher selection. Orientation or training is required for specific roles, including intern, partnership teacher, school administrator, site coordinator, and university supervisor.
- A full-time technology outreach coordinator provides technology training and support for PD System schools, especially for partnership teachers with interns. This ranges from developing computer literacy and examining current software to assisting teachers and interns with applications of technology to teaching.
- During the internship semester, 4–10 site seminars are held with teacher and administrator interns, teachers, supervisors, and school administrators on effective ways to teach and the consequences of teaching for the learning of students in their classrooms.
- University and school district partners engage in collaborative research and other initiatives that relate to student performance, school organizations, and other educational issues and that address critical needs and interests of professors, teachers, and administrators.
- PD System K–12 educators are recognized as extended faculty and parallel instructors at the university, and many co-design and co-teach courses on campus.

Implementation Strategies

During 1998–99, to achieve the six goals, the partnership established additional organizational substructures, strategies, and processes as necessary to support a complex change effort. The following sections outline a number of these.

New Collaborative Structures

The PD System Implementation Team was formed to serve as a clearinghouse for identifying issues and facilitating design and implementation of appropriate solutions to guide the development of the PD System and respond to issues that affect the partnership. It includes 24 university and school faculty who have been deeply involved. The team meets monthly with the partnership director and reports to the advisory council.

In addition to forming the implementation team, the partnership established six teams to work in areas critical to the partnership: technology; training; research, development, and evaluation; dissemination; communication; and placement. School and university educators with interests and expertise in these areas are members of the teams.

Professional Development

Strategies for addressing the professional development needs of university and public school faculty include regional training, three major conferences, and optional graduate course work in supervision. In 1998–99, regional training sessions were held in PD System schools for 155 people, including new site coordinators, partnership teachers, and principals. These sessions provided an introduction to the concepts, theories, and practices of the partnership and to a model of supervision adopted for use in teacher and administrator internships. Hands-on technology training was provided for school personnel both on site and at the university.

The year (1998–99) began in August with a working conference for more than 110 site coordinators, central office personnel, and principals. Participants analyzed the effectiveness of current efforts, including the favorable impact in schools and classrooms, and they identified future needs related to work with novice and veteran teachers. In addition, two full-day conferences were held for all partnership teachers who had interns in their classrooms. These conferences were attended by 150 teachers and university faculty. They examined (1) ways to strengthen preparation; (2) field experiences; (3) roles of the partnership teachers, interns, and supervisors; and (4) the effect of teacher performance and subject-matter standards on teaching.

Two graduate courses in learning-centered supervision were offered each semester and in the summer. Many districts recognize these courses as equivalent to basic and advanced mentor training. Teachers and administrators are encouraged by all districts, and required by two, to take these courses before having an intern.

Site Coordinator Liaison

The partnership has established strong relationships between the university and school partners. As the system has developed, the need to have closer links and more frequent interactions among partnership schools has emerged. In response, a new half-time university position, site coordinator liaison, has been established to create a more effective linkage between school partners and education faculty and staff. The liaison has direct contact weekly with school site coordinators and makes on-site visits to affiliated campuses, clarifying and supporting duties and expected roles of all partners. Furthermore, the liaison facilitates dialogue among school site coordinators, partnership teachers, and university faculty. This new outreach position already has proven worthwhile by effectively linking university and school educational goals, maintaining meaningful ties with all partners, and serving the needs of teacher interns and partnership teachers.

Reciprocal Evaluation of Roles

Traditionally, of the three people involved in the intern-supervisor-teacher relationship, only the intern and the super-visor have been evaluated. The partnership model has prompted a closer look at the dynamics of this three-sided relationship, and now all three evaluate one another using agreed-on criteria for each role. Evaluation instruments for interns were redesigned in 1997–98. Those for teachers and university supervisors were collaboratively developed, or existing instruments were modified by university faculty and representative school district partners. During the semester the instruments are used informally to provide feedback and suggestions for improvement. At the end of the semester, they are used formally to justify grades for interns and performance ratings for university faculty, and to assist in selection of teachers for supervision of future interns.

Response to Higher Education and Public School Issues

A number of efforts were developed in 1998–99 in response to stated needs of school district and university educators. These included development of a collaborative initiative to address local, state, and national issues, such as teacher quality, P–12 and higher education accountability, middle school issues for administrators, and methods to ensure more effective and equitable decision making for various components of the partnership. Descriptions of a representative sample follow.

Executive Leadership Academy for Middle School Principals

As part of the university's efforts to be responsive to issues facing school partners, the School of Education, with funding from the Carolina Power & Light Foundation, established an academy on issues and challenges that are specific to middle-grades education. Southern Regional Education Board reports citing the discouraging pattern of achievement at this level sparked the organization's support of this academy. The school and university

developers recognized that rarely are there opportunities for middle school principals to work with peers and design responses to issues that are specific to the social, economic, and political environment of their region. In the first year the academy conducted intensive work sessions and provided assistance from state and national leaders in the field. Twenty-five school administrators from five districts took part in the first-year academy. Plans are being made for a second year of the academy, which will expand the opportunity to the rest of the partnership districts.

Matching Incentive Grants

Separate funding provided by the legislature for UNC–Wilmington's Office of Service to Public Schools and the preexisting partnership relationship resulted in grants being awarded this year to five partnership districts, which targeted specific goals identified by each district. These grants, which ranged from $2,500 to $10,000 and were matched by the districts, funded such initiatives as improving middle-grades mathematics instruction, improving reading performance of low-performing K–1 students, and developing a community/parent network to ensure a smooth transition to first grade for students. Education faculty with interest and expertise in the targeted areas were paired with school educators to work on these district-specific initiatives. This Matching Incentive Grants effort will continue in 1999–2000.

National Forum on the Future of Teacher Preparation

The PD System and CAPE cosponsored a large national forum attended by more than 200 partnership educators in southeastern North Carolina. Nationally known speakers in education, including Ron Brandt, Jacqueline Grennon Brooks, Bernard Badiali, Nelda Cambron-McCabe, James Cowardin, and Paul Houston, spoke and then interacted with conference participants on important issues that affect teacher educators and school partners, such as education reform and collaborative work.

Placement Meetings for Internships

In 1998–99 the School of Education's field experience coordinator and the PD System director established a new process for ensuring the best possible decisions in intern placements. They traveled to each partnership district and consulted with a central office contact person, a school administrator, and the site coordinator to improve communication and procedures related to the placements of interns and to reach agreement on a procedure for the pairing of interns and partnership teachers. In the placement process, all participants develop a good understanding of each intern and each partnership teacher and try to make the best intern assignment. During the fall and spring semesters, 310 teacher interns and 10 administrator interns were placed in partnership sites using this process.

District Technology Meetings

Since the establishment of the partnership and the specialized technology outreach initiative, a number of significant changes in the school districts' focus on technology have been realized, such as district-level training programs for employees. To ensure that the efforts of the PD System in technology were still serving the primary needs of the partnership and the common goals of the partners, a series of meetings were held in each school district. The technology outreach coordinator and the PD System director met with each district's technology and staff development coordinator to ensure better communication on issues related to technology-rich classroom environments and to establish a closer alignment of technology training efforts provided by the district and those provided by the PD System. The result was agreement on the overall focus of the technology outreach efforts for the upcoming year and establishment of priorities for each district that served both the School of Education and the district.

Research and Evaluation

The research and development initiative of the partnership this year has focused on (1) creating a mechanism for responding to requests for assistance from P–12 schools; (2) conducting applied research with PD System partners on important issues of immediate concern; (3) providing education students with authentic opportunities to conduct literature reviews, develop program plans, and collect and analyze data; and (4) creating vehicles for dissemination of related information or products. Following is a sample of studies undertaken during 1998–99.

Informing Professional Practice: Secondary Interns' Inquiry Projects

All teacher interns in secondary education were required to engage in an inquiry project that identified and investigated a question pertaining directly to their teaching. The objective was to ensure that they made informed assessments of different approaches to instruction by evaluating the effects of different strategies on student learning. The emphasis of the inquiry project was on process. The results indicated that interns were successful in conducting applied research and in understanding the implications of their studies in their teaching. Completed reports of these projects were published for dissemination to future interns, partnership teachers, and other faculty.

Partnership Schools Profiling Study

During the 1998–99 academic year, surveys were sent to nearly 2,000 teachers in all the partnership schools. The questionnaires were designed to identify schools that embody key aspects of professional work cultures, aspects that center on the character of social interaction in the work environment. The results were analyzed and used to supplement the school and district profiles developed for partners' use.

APPLE Project: Action on Principled Pedagogy and Learning Evaluation

As a result of a long-standing relationship with one of the PD System districts, a comprehensive collaborative international research project was developed in 1996 and has been a main focus for the district's school improvement efforts. Duplin County Schools, Barking and Dagenham Borough Schools (in England), and the Watson School of Education are engaged in a cross-cultural research and development project funded by one of North Carolina's School Improvement Grants. The foci of the project are analysis of instruction in primary or elementary classrooms against criteria of effectiveness, investigation of teachers' craft and professional knowledge, and illumination of the notion of "super-teacher." The project is concerned with practical approaches to teacher and organizational development in schools and school districts and with the application of inquiry findings in real settings. One result of the project is the emergence of a classification system of teachers, or teaching styles, with clearly defined characteristics that will inform teacher education programs and teacher performance evaluation systems.

Outcomes

For the University

- Faculty and administrative searches for the Watson School of Education explicitly favor new hires who can demonstrate their commitment to and have experience in university-school partnerships.
- Graduates of the teacher and administrator preparation programs are sought after by school districts because of the known high quality of the applicants, as attested to by performance evaluations of beginning teachers and by school district administrators.
- The implementation team has been able to bring a more "authentic agenda" to the advisory council for decisions, one jointly developed by faculty and school partners that reflects the needs and the priorities of all partners.
- Faculty report that the PD System has "opened up classroom doors" and that the trust level developed through the partnership has allowed continuing conversations on a variety of issues, not only among faculty at the university but between school and university personnel.

For the School Districts

- The program is sufficiently institutionalized in school districts that even when superintendents or principals are changed, the district or school remains committed to the partnership.
- A high percentage of PD System interns are hired by the districts where they completed their internships, providing new teachers of proven quality to the region.
- Teachers and administrators in the schools report feeling that they have genuine opportunities to influence the content of teacher preparation.
- Teachers report that joint PD System training experiences with the school administrator have provided a highly valued common language for talking about instruction and supervision.

For the Partnership Schools

- Increasingly, many partnership teachers are playing significant leadership roles in schools, often serving as mentors for new teachers because of the quality training they receive in supervision and coaching, as well as their familiarity with teacher performance standards and the licensure process.
- Teacher and administrator interns are working as colleagues with school educators, participating in staff development, team meetings, and grade-level/subject-area planning sessions.
- All partners are emphasizing student outcomes while attending to the maintenance of a healthy and positive relationship.
- Many schools with self-identified issues and needs are being aligned with human and financial university resources.

Lessons Learned

During the two-year life of the present partnership and from UNC–Wilmington's longer experience with collaboration, many lessons have been learned that are useful to partnership personnel and to others working on such a comprehensive effort:

- It is critical to view the partnership as a system rather than a program.
- Reform of public schools should occur simultaneously with the reform of teacher education programs, and each should inform, challenge, and shape the other.
- Partnerships require mutual respect and equitable input from both schools and universities, and must be governed by norms of expertise and technical competence. Partnerships are successful to the degree that the partners center their work on issues of mutual concern, continuous renewal, and satisfaction.
- Effective partnerships must acknowledge the benefits of combining the wisdom of theory and practice with the wisdom of practitioners. Such partnerships reach beyond improvements in technical skills and teaching, to sophisticated understandings of instructional design and delivery in the context of school cultures that support and foster good practices.

Future Directions

UNC–Wilmington and the partnership schools have entered a new phase of relationships. As 1998–99 drew to a close and the third round of contract negotiations with each of the 10 school districts was completed, all partners agreed that, although they have succeeded in establishing a comprehensive and effective partnership, they should strive for even higher standards of excellence. The decision was collectively reached that the focus must turn to improving the quality of the PD System rather than simply ensuring that full implementation of the components has been achieved. To accomplish this goal, future directions will focus on the following:

- Collective efforts to tie delivery of preservice teacher education programs to support programs for beginning teachers and continuing professional development of career teachers
- Reexamination and clear articulation of current and future connections between academic program and clinical site applications that involve university-school partners
- Renewal of partnership schools' commitment to the PD System and the inherent roles and responsibilities
- Recommitment of partnership teachers and administrators and university faculty based on established, well-defined roles and responsibilities as well as redefined qualifications
- Establishment of stronger and well-articulated links among various components of the partnership efforts, educator preparation, and P–12 student learning
- Collaborative efforts of the School of Education, the College of Arts and Sciences, and the public school partners to address critical issues related to recruitment and retention of minority teachers and those who work in high-need areas such as secondary mathematics and science, and special education
- Development of better research and data systems, to improve understanding of the results of the partnership's efforts on graduates, school students, schools, and School of Education programs

Profile of USTEP Based at The University of North Carolina at Wilmington

SCHOOLS	
Number of school districts involved in partnership	10
Number and types of schools involved in partnership:	
Elementary	41
Middle	12
Secondary	14
Student enrollment in schools involved in partnership	40,914
Number of teachers in partnership schools involved in partnership activities	663
Number of nationally certified cooperating/clinical teachers in partnership schools	41

UNIVERSITIES	
Number of education faculty (overall):	
Full-time	31
Part-time	16
Number of education faculty involved in partnership:	
Full-time	31
Part-time	16
Number of arts and science faculty involved in partnership:	
Full-time	5
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	166
Middle	22
Secondary	50
Other	92
% Minority	3

Western Carolina University

in partnership with Asheville City, Cherokee Central, Haywood County, Jackson County, and Swain County Schools

Highlights of 1998–99

- More than 80 people representing all the major stakeholders in the partnership attended a spring retreat for evaluation and planning.
- Two high schools with large minority populations became partnership schools.
- Public school and university faculty liaisons formed a new working body for the partnership.
- Four professional development sessions on diverse student populations were held.
- Public school teachers, university faculty, and "interns" (formerly, student teachers) developed a handbook to be used by all educators involved in the partnership's yearlong internship.
- Recruitment, selection, and placement of interns became the responsibility of Western Carolina University's Office of Field Experiences.
- Through the partnership's efforts, university faculty were provided release time to conduct approved projects with students and teachers at partnership schools.
- Twenty-five teachers completed the revised Mentor Training Program provided by the partnership, and received certification.
- The College of Education and Allied Professions initiated a study comparing the yearlong internship with the traditional student-teaching experience.

Overview

In its first year the University-School Teacher Education Partnership based at Western Carolina University (WCU) took significant steps toward realization of a full partnership with the goals of preparing quality teachers, increasing teacher retention, and improving student achievement in the public schools of western North Carolina. The accomplishments of that year were as follows:

- Recruiting more than 90 potential cooperating teachers and 16 students to participate in a yearlong internship
- Establishing a mechanism for awarding instructional improvement and technology grants
- Developing a process for awarding action-research grants
- Providing induction workshops for beginning teachers
- Offering professional development workshops

An advisory board with membership from all partnership entities monitored partnership activities and suggested initiatives and changes. Chaired by the partnership coordinator, the advisory board convened once during the year.

An external evaluator, who was a consultant for the Western Regional Service Alliance and a former teacher and administrator, reviewed the original proposal, minutes of meetings, and other documents, and interviewed a sample of key participants. This effort led to a written report offering eight recommendations:

- Review communication patterns with all program audiences.
- Consider selecting interns earlier (interns being preservice teachers engaged in a yearlong field experience in the senior year that has replaced the traditional one-semester student-teaching experience).
- Consider options to encourage interns to experience both the opening and the closing of school.
- Review incentives for participation across all audiences.
- Increase the frequency of advisory board and executive committee meetings.
- Stimulate more participation in the school-based research component.
- Organize a more formal evaluation of the program, including feedback from focus groups of participants.
- Review the process of selection and placement of interns.

Second-Year Goals and Activities

Priorities for the second year were as follows:

- To conduct more professional development activities
- To institute a more systematic process of internal evaluation
- To ensure that all partnership schools have cohorts (groups) of interns
- To increase the number of students who participate in the yearlong internship
- To involve more secondary schools in the partnership
- To integrate the partnership better into the academic mainstream of the College of Education and Allied Professions and the College of Arts and Sciences

As the second year progressed, these goals were revised as a result of moving toward a more systematic process of internal evaluation. It became clear that all the partnership schools

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needed to become more involved in partnership activities, including goal setting. Therefore another major goal in the second year of operation was to increase participation of all stakeholders in the partnership's activities.

Advisory Board

The advisory board met three times during the second year, not including the partnership-wide retreat held in the spring. During the meetings the board discussed the recommendations of the external evaluator. One of the recommendations led to the addition of two high schools to the partnership, to increase options for K–12 and secondary education interns.

The meetings of the advisory board progressively became more interactive. The format of the first meeting involved reporting from the coordinator and discussion. For the second and third meetings, the format was modified. The coordinator held planning sessions with a small group of representatives to set the agenda. Meetings included presentations from interns, principals, and cooperating teachers and small-group work on partnership issues, such as areas of need for professional development.

Intern Recruitment and Placement

During the second year, the partnership coordinator increased efforts to recruit interns. To reach students, the coordinator used the campus newspaper, flyers, and a portable sign moved to different locations in the building where the bulk of education courses are taught. To inform faculty (so that they could advise prospective students), the coordinator used E-mail, flyers, and personal discussions. The coordinator also spoke with principals at schools without any interns about ways to entice candidates to select their schools for the internship. The result of these three efforts was an increase in the number of students selecting the internship, from 16 in the first year to 51 in the second year, and placement of interns in all partnership schools.

To achieve placement of interns in every school and to establish a cohort of interns at each school, the director of field experiences and the partnership coordinator developed a plan with the Department of Elementary and Middle Grades Education and the elementary schools in the partnership to rotate the schools that would be available for the internship by semester (explained later).

At this point during the second year, the director of field experiences took over the responsibility for recruiting, selecting, and placing interns in the schools. Before that time the partnership coordinator had taken that role. The result was to bring this important field experience component under the university's Office of Field Experiences and thus to use university resources more efficiently.

Action Research

In early 1998 the partnership coordinator developed and released a competitive request for research proposals. To provide information about action research and to answer questions about the proposal process, the partnership held a workshop for interested teachers from partnership schools. Eight proposals were received and reviewed by university faculty. The top three proposals were critiqued, strengthened, and funded. University faculty served as consultants to the grant recipients while they completed their research. Grants were awarded for testing the effects of using computers with first-grade writing projects, examining the effects of a systematic mathematics-assessment procedure in improving elementary school student achievement on standardized mathematics tests, and examining different modes of stimulating class discussion in high school English classes.

Instructional Improvement Grants

Cooperating teachers who hosted interns during the year received $400 grants to buy materials and equipment for their classrooms. In most cases the interns worked with the cooperating teachers to choose the materials that they thought would improve the quality of their instruction on a given topic or unit. Teachers bought books, videotapes, microscopes, calculators, CD-ROMs, lab packs, dictionaries, art supplies, software, and printers, among other items. No follow-up information was requested on the use of the materials. However, teachers and principals stated that the materials purchased had the positive effect of updating technology used in instruction and facilitating more active student involvement in the classroom.

Technology Grants

Each of the nine partnership schools received $4,000 to purchase technology that would increase instructional options for teachers and interns in the school. Generally the schools purchased computers, printers, and projection systems for classrooms and gave cooperating teachers and interns preference in the use of the equipment. Schools were not required to provide information about the impact of the grants. However, teachers informally shared examples of how they were using the materials, including a software package on the solar system, software showing mathematical models, and a printer that helped produce reports and images from the Internet.

Diversity and Multicultural Workshops

During 1998–99 the partnership sponsored a series of four workshops on diverse student populations. Evening sessions with guest presenters were held to discuss educational issues and instructional approaches that would encourage learning among Hispanic, African-American, Native American, and exceptional students. Participation by partnership teachers, university faculty, and interns was low.

Release Time for Faculty

The exchange of faculty between the university and partnership schools greatly enriched both learning environments. In 1998–99 the partnership funded clinical and adjunct faculty positions for veteran teachers in the public schools to co-teach university classes. The partnership also provided release time for university faculty to undertake semester-long projects in the schools. For example, one professor worked with an elementary school in Jackson County and an elementary school in another part of the state to develop Internet-based classroom-to-classroom audio and video connections. The aim was to establish an affordable communication link that would allow teachers and students at different schools to share perspectives on lessons that were being taught simultaneously in both locations. A classroom-to-classroom connection was established, and both students and teachers shared information.

Mentor Training

Soon after the North Carolina Department of Public Instruction approved the revised Mentor Training Program in 1998, the partnership and the North Carolina Center for the Advancement of Teaching cosponsored a 30-hour training course for 25 partnership schoolteachers—24 hours of mentor training and 6 hours of information about working with interns and university supervisors in a clinical practice setting. Enrollment in this course has been very good, and the partnership plans to offer the course each semester over the next few years.

Induction of Beginning Teachers

For the second year, the partnership invited beginning teachers from the region to participate in a New Teacher Induction Institute. The WCU Center for Math and Science Education and the partnership cosponsored the event. Personal letters went to each teacher in the region with less than three years of teaching experience. Participants could receive three semester hours of graduate credit at no cost. This weeklong institute matched new teachers with mentors to develop and implement a yearlong personal professional development plan. The plan was designed to help new teachers overcome difficulties and strengthen their effectiveness. Teachers received release time, in the form of pay for substitutes, so that they could visit classrooms of master teachers and meet with their mentors throughout the school year to assess progress toward their goals and make necessary adjustments.

Induction Ceremony

The partnership sponsored an induction ceremony for all students fully admitted to the teacher education program in the previous semester. Most students were in the second semester of their sophomore year or the first semester of their junior year. They were welcomed to teacher education by an intern in the program, a teacher in the field, and the dean of the college. This activity served as recognition of the students' entry into the profession. It also served as a recruiting opportunity for the internship program because an intern and a former intern talked to the students about the program. The students received a brochure about the internship as well as a partnership bookmark.

Partnership Retreat

A representative ad hoc committee was formed to plan a partnership-wide retreat, held April 1. More than 80 people attended. The agenda included remarks by WCU's chancellor and the dean of the College of Education and Allied Professions; a presentation on the East Carolina University partnership by the associate dean of that university's School of Education; and same- and mixed-role discussion groups of interns, teachers, principals, university faculty, and others (such as community representatives, superintendents, and other administrators). In addition to learning about activities of another partnership, the participants provided feedback on their own partnership and made recommendations for improvement and future directions. The major recommendations were to establish better communication among participants and to develop a handbook for the internship. The partnership improved communication by identifying liaisons at each school and in each university department, who now meet monthly, and by initiating a bimonthly newsletter. A handbook was developed in the summer.

Site Visit

In May an external evaluator from the Southern Regional Education Board visited for a day and subsequently submitted a report of her findings based on site visits to a school in the partnership and to the university, a review of written materials, and interviews with teachers, students, faculty, and administrators.

Following that visit, the dean of the College of Education and Allied Professions and the partnership coordinator took several steps to address the evaluator's concerns about inadequate involvement of upper-level administrators in the school districts and the university, and to reinforce the strengths of the partnership. They visited every superintendent in the partnership to discuss the collaboration. Also, they formed an advisory group of several people, including the associate dean of the College of Arts and Sciences. The group meets monthly to hear about the partnership's activities and provide input. Additionally, they arranged for the partnership coordinator to be included in several committees concerning teacher education.

Elementary School Rotation

Also in May, the director of field experiences and the partnership coordinator made appointments with principals and individually visited each school in the partnership to discuss a plan for rotating the placement of interns among elementary schools. The plan was designed to give all the schools an opportunity to host interns, to create cohorts of interns for mutual support, and to facilitate activities within the cohorts. Some of the elementary

schools were designated to host interns beginning their internship in the fall, the others to host interns beginning their internship in the spring.

The director of field experiences and the partnership coordinator also discussed with the principals the reallocation of partnership funds to support the goals of the program more directly, and the appointment of liaisons to meet monthly to provide better communication throughout the partnership (as described in the preceding section). The principals agreed to a reallocation of some of the partnership funds. Previously, all teachers with interns had received instructional improvement grants, and all partnership schools had received technology grants. If the number of interns increased as anticipated, more schools and more teachers would participate, and automatic grants could not be supported. Therefore, principals agreed to discontinue instructional improvement and technology grants.

Principals also agreed to appoint school liaisons to act as the primary contact point for the partnership and to attend meetings as needed.

Internship Handbook

In early summer a group of university faculty, public school teachers, and interns voluntarily assisted the partnership coordinator and the director of field experiences in developing a comprehensive internship handbook. Developing a handbook, a consensus recommendation from the retreat, necessitated critical decisions about partnership operations. The handbook, in loose-leaf format to allow for additional changes as the partnership matures, was used in the summer to train public school liaisons (primary partnership contacts at each school appointed by the principal) to orient new cooperating teachers and interns in their schools. The handbook was distributed to all schools, interns, and university supervisors.

Outcomes

A major outcome was the requests to join the partnership that came from schools and school districts not currently participating. The partnership coordinator and the dean of the College of Education and Allied Professions both received inquiries from principals and superintendents in the region about joining and about hosting interns. The director of field experiences discussed the partnership in every school district in the region and reported 100 percent support for the yearlong internship.

Administrators, teachers, university faculty, and interns involved in the partnership attested to the quality of the internship experience at conferences, in interviews, in working groups, and in preliminary results from an ongoing comparative study. University faculty, public school faculty, and interns made presentations at two statewide conferences on teacher education. Also, they spoke at advisory board meetings, at the spring retreat, and to the external evaluator. Furthermore, in various faculty meetings, university faculty members participating in the partnership advocated further university involvement. Preliminary results of the study comparing the internship and the student teaching experience indicated that students valued both experiences as a way to prepare quality teachers. However, those who participated in the yearlong internship volunteered unsolicited praise for it in questionnaires. One intern stated, "I can't imagine that I would have been as prepared if I had done student teaching instead of the internship." Another said, "I really feel like I have a year of teaching experience because of the internship. I felt like part of the faculty at my school."

Partnership communication increased in very tangible ways. In addition to sponsoring the spring retreat and developing the internship handbook, both described earlier, the partnership established a Web site (http://www.ceap.wcu.edu/sutep/sutep.htm), which includes an on-line copy of the handbook, recent newsletters, and links to partnership schools, the North Carolina Department of Public Instruction, university departments, and other important educational sites.

Lessons Learned

A major lesson has been that all participants need a forum for expressing concerns and initiating changes. At the spring retreat in 1999, same-role groups expressed a need for more communication and a way to suggest and make changes in the program. As stated earlier, steps were taken to increase communication in the partnership—appointment of liaisons, development of an internship handbook, initiation of a bimonthly newsletter, and establishment of a Web site.

Another lesson is that communication in a partnership takes time and effort. This lesson, stemming from the first, has been challenging to address. Participants are busy, and it is difficult to schedule a time and a place for them to meet, talk through the operation of the partnership, and grow. Except for the coordinator, participants have maintained their usual responsibilities in addition to undertaking partnership duties. The people active in the partnership tend to be the people who also have taken on many other professional responsibilities.

It has been a special challenge to find a way for teachers to participate in partnership activities beyond working in the classroom with interns. Teachers in public schools and university faculty already are involved in professional development activities and express little need for more of the one-event kind if the subject is not high on the accountability agenda or carries little incentive. Very few attended the cultural diversity workshops. On the other hand, public school teachers readily attended the mentor training, for which a certificate was to be awarded, an increase in pay was possible, continuing education units were offered, and pay for a substitute was available.

Future Directions

The partnership is moving forward in the following areas:

- It is becoming a partnership of equals, in which all the stakeholders communicate regularly and have a voice in operations, including governance.
- It is becoming an integral part of the teacher education program and is seeking to involve all teacher education students and faculty in one or more of its components. The elementary education and middle-grades programs have been more easily and readily integrated. Including K–12 and secondary education programs requires more effort and adaptation.
- It is expanding to include all schools in the WCU service area by involving them in one or more components of the partnership, including teacher induction, professional development, action research, and the yearlong internship.
- It is involving more arts and science professors, particularly because they can contribute to the subject-matter competence of prospective teachers.
- It is expanding the summer teacher-induction activities.
- It is coordinating curriculum revision and alignment activities with the state's Incentive Grant activities, which have been provided to align teacher preparation curricula more closely with state priorities.

Profile of USTEP Based at Western Carolina University

SCHOOLS	
Number of school districts involved in partnership	5
Number and types of schools involved in partnership:	
Elementary	6
Middle	1
Secondary	4
Student enrollment in schools involved in partnership	8,196
Number of teachers in partnership schools involved in partnership activities	459
Number of nationally certified cooperating/clinical teachers in partnership schools	7

UNIVERSITIES	
Number of education faculty (overall):	
Full-time	29
Part-time	45
Number of education faculty involved in partnership:	
Full-time	29
Part-time	45
Number of arts and science faculty involved in partnership:	
Full-time	10
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	40
Middle	10
Secondary	20
Other	37
% Minority	3

INP = Information not provided

Winston-Salem State University

The Partnership with Winston-Salem/Forsyth County Schools

Highlights of 1998–99

- The partnership conducted a summer enrichment program for high school juniors and seniors of color who are interested in education careers.
- The partnership pilot-tested distance-learning courses for teacher assistants in Yadkin County.
- The teacher education program implemented a yearlong student-teaching experience for all degree and certification-only candidates.
- The special education program realigned its projected learning outcomes to match the recommendations of the Council for Exceptional Children and North Carolina's Advanced Technology Competencies.
- The National Council for Accreditation of Teacher Education selected the elementary teacher education program at Winston-Salem State University as one of five sites to pilot-test its new accreditation standards.
- The partnership established a collaborative computer laboratory in Konnoak Elementary School for parents, preservice teachers, teachers, and students.
- The partnership submitted two grant proposals to the National Endowment for the Humanities: Reading and Writing Through the Arts: A 21st Century School Program, to provide services to five elementary schools in the Winston-Salem/Forsyth County Schools; and Global Education for At-Risk Students in an Urban Setting, to provide services to one elementary school in the same system.

Overview

In the first year of the partnership, called the Coalition for Educational Leadership and Learning, faculty of Winston-Salem State University (WSSU) and Winston-Salem/Forsyth County Schools initiated activities focused on four goals and related activities, as follows:

- By the year 2003, to increase the number of minority teachers prepared by WSSU by 30 percent

  Planning took place to recruit prospective minority teachers by identifying teacher-mentors at the eight high schools in the district to help identify and recruit ninth graders, as well as eleventh and twelfth graders, who might be interested in teaching.

- To enhance collaborative teacher preparation through earlier and extended field experiences

  About 200 preservice teachers actively participated in early field experiences. The total number of hours in the field experienced by each student was based on the number of hours required per course. For example, a three-hour course entailed 12–15 clock hours of field experiences. Twenty-six students participated in an extended (one-semester) field experience.

- To increase retention rates among first-year teachers

  Once each semester, on Saturdays, the partnership sponsored programs for 15 first-year teachers. The programs involved roundtable discussions and computer activities to develop advanced computer competencies identified by the North Carolina Department of Public Instruction.

- To enhance professional development by capitalizing on WSSU's strengths, such as its diverse faculty, its long tradition of preparing teachers, and its regionally and nationally accredited teacher education program.

  The partnership conducted a workshop on problem-based learning in collaboration with the Center of Excellence for Research, Teaching, and Learning. Three teachers in the Winston-Salem/Forsyth County Schools, eight preservice teachers at WSSU, and three WSSU faculty members attended.

Second-Year Goals

The partnership focused on the same goals in 1998–99. However, it refined some of the objectives.

Goal 1: By the year 2003, to increase the number of minority teachers prepared by WSSU by 30 percent

Objectives under this goal were, from the eight high schools in the local school district, to identify ninth graders who are interested in becoming teachers; from this group, to identify ninth graders to recruit for teacher education; and then to implement activities for them, including Saturday classes. The latter focused on study skills, organizational skills, computer activities, and preparation for the Scholastic Aptitude Test. Twenty-five students regularly participated.

The partnership also conducted a summer enrichment program for 22 high school juniors and seniors of color who are interested in a career in teaching. Enrichment activities centered on English, mathematics, science, and technology. Each student was required to produce a "learning product."

Goal 2: To enhance collaborative teacher preparation through earlier and extended field experiences

Two hundred fifty preservice teachers from the Divisions of Education and Arts and Sciences participated in early field experiences in the Winston-Salem/Forsyth County Schools. Further, 35 students participated in a required yearlong student-teaching experience at 10 schools. During their first semester, students

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spent one day a week with their cooperating teachers; during their second semester, they worked with their cooperating teachers full-time.

Goal 3: To increase retention rates among first-year teachers

Thirteen first-year teachers who attended WSSU participated in a fall induction program. As part of the program, the superintendent of Northampton Public Schools talked about performance-based portfolios and described an initial licensure program that she implemented in her school district. Also, there was open discussion of classroom management, technology, parent conferences, learning styles, and several other topics.

Members of Phi Delta Kappa sorority attended the spring induction program to offer their services as mentors to the first-year teachers. The sorority consists of practicing and retired teachers from the Winston-Salem/Forsyth County Schools, several of whom have been trained as mentors. There is a wealth of knowledge and years of experience among these teachers .

Goal 4: To enhance professional development by capitalizing on WSSU's strengths, such as its diverse faculty, its long tradition of preparing teachers, and its regionally and nationally accredited teacher education program

Faculty members in the Divisions of Education and Arts and Sciences held a weekend workshop on multiculturalism and technology during the spring 1999 semester. University faculty members and classroom teachers from the local school district attended. The workshop, called Retooling Education for Diversity, was implemented in collaboration with the director of a K–12 outreach project based at The University of North Carolina at Chapel Hill and the coordinator of international studies at WSSU. The 20 participants reviewed and discussed the relationship between African and American history and culture. An assistant professor of education at WSSU demonstrated how teachers could integrate Microsoft Encarta Africana with the North Carolina Standard Course of Study.

Key Components

The yearlong student-teaching experience, one of the partnership's key components, has been an integral part of the education program. Student teachers have been able to assess public school students' mastery of learning, and there has been strong collaboration between preservice and inservice teachers in the classroom. For example, they are planning research to assess empathy, attitudes toward diversity, ethical development, and success with diverse student populations in the partnership's professional development schools (PDSs). Two university faculty members (the coordinator of the partnership and the coordinator of the Model Clinical Teaching Program) and an administrator at Konnoak Elementary School will coauthor an article on the effects of the yearlong student-teaching experience on student learning.

The partnership has stimulated the collaborative development of proposals for external funding to address issues that have been identified in the schools. For example, Latham Elementary, one of WSSU's partnership schools, was an integral part of a proposal-writing process, along with WSSU's three National Education Association PDSs. The outcome was a proposal submitted to the National Endowment for the Humanities entitled Global Education for At-Risk Students in an Urban Setting, envisioning a more diverse curriculum that would encompass other cultures.

Latham Elementary was one of five elementary schools included in another grant proposal submitted to the National Endowment for the Humanities, Reading and Writing Through the A.M.: A 21st Century School Program. This proposal was not funded by the National Endowment, but the partnership plans to submit it to other funding agencies.

Other significant components of the partnership are as follows:

- Pilot-testing of distance-learning courses for teacher assistants in Yadkin County
- Alignment of projected learning outcomes in the special education program with the recommendations of the Council for Exceptional Children and North Carolina's Advanced Technology Competencies
- Participation of WSSU's elementary teacher education program in the pilot-testing of the National Council for Accreditation of Teacher Education's new accreditation standards
- A collaborative computer laboratory in Konnoak Elementary School for parents, preservice teachers, teachers, and students

Outcomes

The outcomes for 1998–99 were as follows:

- Better and greater learning by first-year teachers. Feedback from the first-year teachers who participated in the induction program was quite favorable. Sample comments follow:

  I was thrilled with the information I received on NC LEARN.

  My mentor has been quite helpful to me.

  I think WSSU has prepared me well for the classroom.

  WSSU is a great place to get a strong base to begin a very rewarding career.

  University faculty and school administrators gave the first-year teachers this advice:

  1. Team with another first-year teacher at your grade level, and plan together.
  2. Exchange ideas with another teacher for different class activities.
  3. Don't allow school work to take over your life.
  4. Remember that your input is just as important as the experienced teacher's input.

- Improvement of prospective teachers' performance

  Preservice teachers' early and extended field experiences introduced them to best practices such as learning styles and effective classroom management. The first cohort of preservice teachers in the yearlong student-teaching experience,

their cooperating teachers, and administrators completed surveys about the experience. Sample comments are as follows:

> I'm happy; I am currently feeling pretty good about my student teaching experiences; however, I wish that I could devote 100% to my student teaching planning rather than to other class commitments.—*A preservice teacher*
>
> Excellent situation; excellent package(s)/planning. My student teacher is doing an excellent job. However, in our conversations I have been answering her questions about ABCs, EOG [end-of-grade tests], etc. I am not sure how well prepared students were for all of this.—*A cooperating teacher*
>
> The full-year experience is critical for preparing excellent teachers to meet students' needs. The students are very knowledgeable. . . . Keep up the good work!—*An administrator*

- Greater involvement of teachers, professors, community people, and representatives of business, industry, and government

  The partnership's relationship with Konnoak Elementary School and its business partners was quite beneficial to all involved. The volunteers from the general community at Konnoak Elementary were helpful not only to the inservice teachers but also to WSSU's preservice teachers. Several political leaders of Forsyth County expressed interest in the activities and the support that the partnership provided to Konnoak Elementary and other partnership schools—purchasing computers, increasing the level of volunteerism, creating an awareness of the Internet, and more.

- Efforts to create a more diverse teaching force

  To create a more diverse teaching force, education and arts and science faculty have organized workshops on multiculturalism. As noted earlier, in 1998–99, university and school faculty took part in a workshop on multiculturalism and technology, titled Retooling Education for Diversity. An associate professor of English and foreign languages, who also is the coordinator of international programs, spearheaded the workshop. Guest speakers included an archivist from the Avery Center, Charleston, South Carolina; the director of the K–12 Outreach Project, University Center for International Studies, The University of North Carolina at Chapel Hill (UNC–CH); a senior research fellow at UNC–CH; an anthropologist from UNC–CH, presenting on the "Caribbean Connection"; a political scientist from Wake Forest University, presenting on the "West African Experience"; the interim dean of education at WSSU; an instructional technologist from WSSU; and a faculty member from the University of Missouri, St. Louis, also presenting on the "West African Experience."

- More and different types of technology used in instructional practice

  The partnership assisted Konnoak Elementary School in setting up a computer laboratory for preservice teachers, teachers, parents, and students. The laboratory is useful for additional help to public school students who need to prepare for end-of-grade tests, for special tutorial sessions, for establishing new curricula (through Internet searches), and for Internet activities that support problem-based learning.

- Changes in professional development efforts for teachers, professors, prospective teachers, and administrators

  Involving teachers, professors, prospective teachers, and administrators in professional development activities was an ongoing effort. The partnership's technology coordinator developed computer workshops for preservice teachers, teachers, parents, and students at Konnoak Elementary School—for example, workshops on how to use Skillvantage to help students prepare for the eighth-grade competency examination. These workshops were replicated for other partnership schools.

- Curriculum revisions, such as integration of general education, professional education, and clinical experiences

  Preservice teachers in the yearlong student-teaching experience identified best practices in teaching; for example, they observed effective classroom management. Also, they conducted case studies; for example, they each collected data on one student during the first semester of student teaching.

  The partnership is preparing student teachers to place technology-supported instructional applications on CDs in their professional portfolios. That is, faculty are helping student teachers produce a document that will meet the requirements for their teaching and technology portfolios. When students put this document on a CD, they will be able to post their portfolios on their personal Web page or send their portfolios as an attachment to an E-mail message.

  Student teachers in the yearlong student-teaching experience assisted classroom teachers in aligning their curriculum with goals and objectives of the North Carolina Standard Course of Study.

  The curriculum revisions contributed to preservice students' learning and to application of their learning to daily tasks. The curriculum revisions also have been completed and are in place for preservice teachers to learn how to assess their students' learning—for example, the partnership plans to use information that was disseminated at the regional workshops sponsored by the Department of Public Instruction.

- More and better ways of communicating

  Some ways in which the partnership shared information were as follows:

  - Workshops: These offered people opportunities to share experiences, study different cultures, and learn about diversity.
  - Professional development: Partnership personnel engaged in computer-lab activities such as browsing the Internet, assessing students' performance, and seeking new information.
  - Presence of university faculty members in the schools and in the community at large: Two faculty members served on the board of directors of the Center of Excellence for Research, Teaching, and Learning; the partnership director visited schools weekly; and faculty members taught methods classes in the schools.

- Greater involvement of arts and science professors

  Arts and science professors were involved in the workshop on multiculturalism and technology. The momentum from that workshop carried over into collaborative projects among the faculty of the Division of Arts and Sciences, the Division of Education, and the Winston-Salem/Forsyth County Schools on the use of Microsoft Encarta Africana and Web-based resources on cultural competence to support the North Carolina Standard Course of Study. The faculties of both divisions also were actively involved in the early and extended field experiences of preservice students.

- Alterations in reward systems to reflect the partnership's purposes

  In 1998–99 the Division of Education began implementing three-year professional development plans for faculty and initiated discussions of how to broaden the definition of scholarship in the university's reward structure. WSSU is primarily an undergraduate teaching institution. The Division of Education is examining Boyer's concepts of scholarship by asking faculty to reflect on their teaching, research, and service and to submit some of their reflections for peer review. The use of a three-year development plan brings more specificity to the annual evaluation and reports on progress toward tenure.

- Refinements and improvements in the partnership's concept of collaboration

  The members of the partnership established a schedule of quarterly meetings. People who attended these meetings were from the local school system, Salem College (which shares a PDS with WSSU), and WSSU. They discussed what activities were in place and what the partnership expected to achieve from those activities. Participants recommended that the partnership improve communication and documentation of its efforts and that it consider systemic schoolwide initiatives.

- Changes in attitudes and habits of partnership participants

  Partnership participants were excited about these developments:

  - Active involvement of preservice teachers in the schools
  - The yearlong student-teaching experience
  - Distance-learning courses for teacher assistants
  - The computer laboratory in Konnoak Elementary School

- Continuing activities for which there are not yet clear results

  Continuing activities for which there are not yet clear results are as follows:

  - Funding for partnership schools
  - Pilot-testing of distance-learning courses for teacher assistants in Yadkin County
  - Participation of the elementary teacher education program in the pilot-testing of the National Council for Accreditation of Teacher Education's new accreditation standards
  - Orientation sessions for 38 teachers on preparation for certification by the National Board for Professional Teaching Standards

Lessons Learned

Partnership personnel learned a number of lessons in 1998–99:

- Effective communication is key to collaboration. Through communication, partnership personnel have shared information about their most rewarding activities and about activities needing improvement.
- As the partnership expands within the local school system and eventually into neighboring counties, there will be great concern about equity among partners. To ensure equity, the partnership must look for additional faculty to take an active role in the partnership schools and related school activities.
- Attracting more minorities into teaching requires active recruiting. Recruitment can start in the middle grades and continue through high school. The partnership must do a better job of communicating to principals, veteran teachers, guidance counselors, and students about the importance of recruiting people of color.
- There are several relatively simple ways to reduce attrition among teachers:
  - Treat teachers with respect.
  - Provide assistance in the classroom from volunteers and teacher assistants, and reduce class size.
  - Provide a climate conducive to learning and professional growth.
  - Provide a knowledgeable and helpful mentor.

  These points were learned through interactions among university faculty and staff, school faculty and staff, and preservice teachers.
- There are many ways to increase the percentage of students graduating from high school:
  - Create before- and after-school tutorial sessions.
  - Provide programs that address character building in the students.
  - Set up a buddy/mentor system.
  - Provide academic activities to address the needs of students.
  - Provide caring people to work with students, people who are sensitive to students' needs.

  These points were gleaned from data provided by the Winston-Salem/Forsyth County Schools.
- There is a need to bridge the cultures of the school and the university:
  - The school and the university must view the partnership as a common ground for sharing ideas about theory and practice.
  - The partnership is a collaborative effort in which all interested parties must share responsibilities.

- The partnership should be viewed not as a threat to any one institution but as an opportunity to create new ideas in education.

- Tying WSSU's core value, service to the community, to new technology, high expectations, collaborative problem solving, and data-based decision making holds great promise for improving student learning.

Future Directions

The partnership has provided services to university faculty, preservice teachers, inservice teachers, staff, students, and parents. Members of the partnership expect to pursue the following goals in 1999–2000:

- To increase the number of faculty members who are actively involved in schools
- To expand the partnership to neighboring counties such as Davie, Surry, and Yadkin
- To initiate more staff development in technology for preservice and inservice teachers
- To help develop instruments and procedures for authentic assessment of preservice teachers' learning
- To create a database to support the partnership, containing records of activities generated by the university and the schools (such as the summer enrichment program for high school students), learning outcomes for students, etc.

Cost Analysis by Goal	
Initial preparation	$ 23,735
Recruitment	50,531
Professional development	20,000
Induction	34,000
	$128,266

Profile of USTEP Based at Winston-Salem State University

SCHOOLS	
Number of school districts involved in partnership	1
Number and types of schools involved in partnership:	
Elementary	12
Middle	4
Secondary	4
Other	2
Student enrollment in schools involved in partnership	15,000
Number of teachers in partnership schools involved in partnership activities	100
Number of nationally certified cooperating/clinical teachers in partnership schools	1

UNIVERSITIES	
Number of education faculty (overall):	
Full-time	8
Part-time	3
Number of education faculty involved in partnership:	
Full-time	4
Part-time	3
Number of arts and science faculty involved in partnership:	
Full-time	3
Part-time	1
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	21
Middle	3
% Minority	INP

INP = Information not provided

The University of North Carolina
Deans' Council on Teacher Education

Vision Statement

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

Dr. Charles Duke
Reich College of Education
Appalachian State University
Boone, North Carolina 28608

Dr. Marilyn Sheerer
School of Education
East Carolina University
Greenville, North Carolina 27858-4353

Dr. Charles Cherry
Division of Education
Elizabeth City State University
Elizabeth City, North Carolina 27909

Dr. Joseph Johnson
School of Education
Fayetteville State University
Fayetteville, North Carolina 28301

Dr. David Boger
School of Education
North Carolina A&T State University
Greensboro, North Carolina 27411

Dr. Sammie Campbell Parrish
School of Education
North Carolina Central University
Durham, North Carolina 27707-3198

Dr. Joan Michael
College of Education and Psychology
North Carolina State University
Raleigh, North Carolina 27695

Dr. James McGlinn
Department of Education
The University of North Carolina at Asheville
Asheville, North Carolina 28804-3299

Dr. Madeleine Grumet
School of Education
The University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599

Dr. Mary Lynne Calhoun
College of Education
The University of North Carolina at Charlotte
Charlotte, North Carolina 28223

Dr. David Armstrong
School of Education
The University of North Carolina at Greensboro
Greensboro, North Carolina 27412

Dr. Zoe Locklear
School of Education
The University of North Carolina at Pembroke
Pembroke, North Carolina 28372

Dr. Andrew Hayes
Watson School of Education
The University of North Carolina at Wilmington
Wilmington, North Carolina 28403-3297

Dr. Michael Dougherty
College of Education and Allied Professions
Western Carolina University
Cullowhee, North Carolina 28723

Dr. Edwin Bell
Division of Education
Winston-Salem State University
Winston-Salem, North Carolina 27110

Dr. Charles R. Coble
Vice President, University-School Programs
UNC General Administration
Chapel Hill, North Carolina 27515-2688